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THE CHRONICLE

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Volume XXXVIII, Number 24

Quote, Unquote

News Summary: Page A3

"It partly has to do with a demonization of the Palestinians. They're seen as a society, as a people, as a subject in and of themselves, and not solely related to the Israelis."

A history professor, on the profusion of new research on Palestinians: A8

"I think accreditation, with all its warts, has served the academy well for over 100 years. Can it get better? You know it can. Should it have more sunshine? Of course. Accreditation has a golden opportunity to reshape itself for the future."

The president of the Council on Postsecondary Accreditation: A15

"Unfortunately, higher education can no longer afford to be all things to all people."

A budget analyst in Arizona: B2

"You might not feel it this year or next year. But in the long run, the nation's resources are going to be crippled."

The head of the Association of Research Libraries, on cuts on university campuses: A1

"What is the collective noun, I wondered, for a group of media experts? A babel of talking heads? A pontification of pundits? A pomposity of experts?"

A professor, on the role of "media expert": B1

"If they are saying that raising academic standards and using SAT's is barking up the wrong tree, that is ludicrous."

A member of the NCAA's presidents' commission, on a new report: A35

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How Aggressively Should Colleges Lobby Governors and Legislators for Money in Midst of Recession?

Should they stick to the traditional, statesmanlike approach, or join the protest rallies?

By MARY CRYSTAL CAGE

Public-college officials face a tough question: How aggressively should they lobby their governors and legislators for money in the midst of a recession?

Some higher-education officials are sticking to a traditional, statesmanlike approach, testifying at hearings and urging business leaders to support their cause. Others have risked the wrath of state lawmakers by joining faculty members and students at protest rallies and urging students, parents, and college employees to fight their states' budget cuts.

William E. Kirwan, president of the University of Maryland at College Park, set off a debate in his state about the propriety of

taking the latter approach. In November he spoke at a rally of 1,000 students and faculty members, after which a small group of students, without Mr. Kirwan's endorsement, blocked a major highway.

A Prescription for Failure

Maryland officials are divided over whether his participation in the dramatic protest will help or hurt the university in this legislative session.

Experts on state financing for higher education say there is no easy answer for college presidents. Aims C. McGuinness, Jr., director of higher-education policy for the Education Commission of the States, says "a great, statesmanlike stance can be

a prescription for failure" if public-school teachers, county-government officials, and other groups aggressively press lawmakers for bigger portions of state budgets and command the media spotlight.

On the other hand, Mr. McGuinness says an aggressive approach to shift the spotlight to higher education can backfire if college officials do not also promote an agenda that fits their states' priorities.

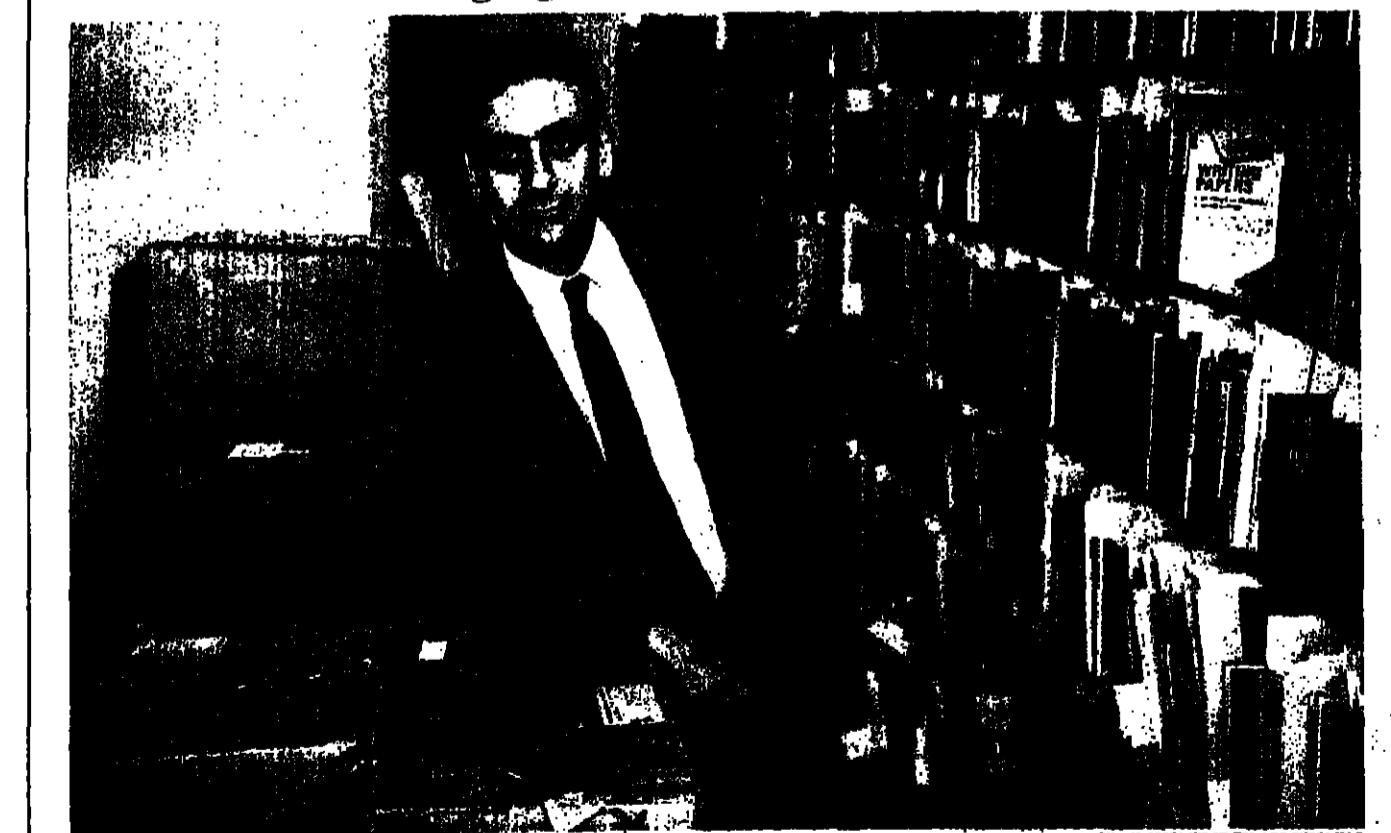
"The institutions have to show they are not doing business as usual," Mr. McGuinness says.

Shailu R. Aery, Maryland's Secretary of Higher Education, says that college officials must prove that they have taken steps

Continued on Page A22

THREAT TO SCHOLARLY RESOURCES

Rising Costs and Dwindling Budgets Force Libraries to Make Damaging Cuts in Collections and Services



William Miller, director of libraries at Florida Atlantic U., whose budget dropped from \$3.1-million to \$1.3-million in two years: "Students in a few years will come up and say, Where's this book? And I'll have to say we weren't able to buy it."

By JULIE L. NICKLIN

Caught in a vise of rising costs and dwindling budgets, college libraries are making drastic cuts that reach to their very core—and could ultimately damage the nation's collections of scholarly works.

Over the past decade, the buying power of academic libraries has waned

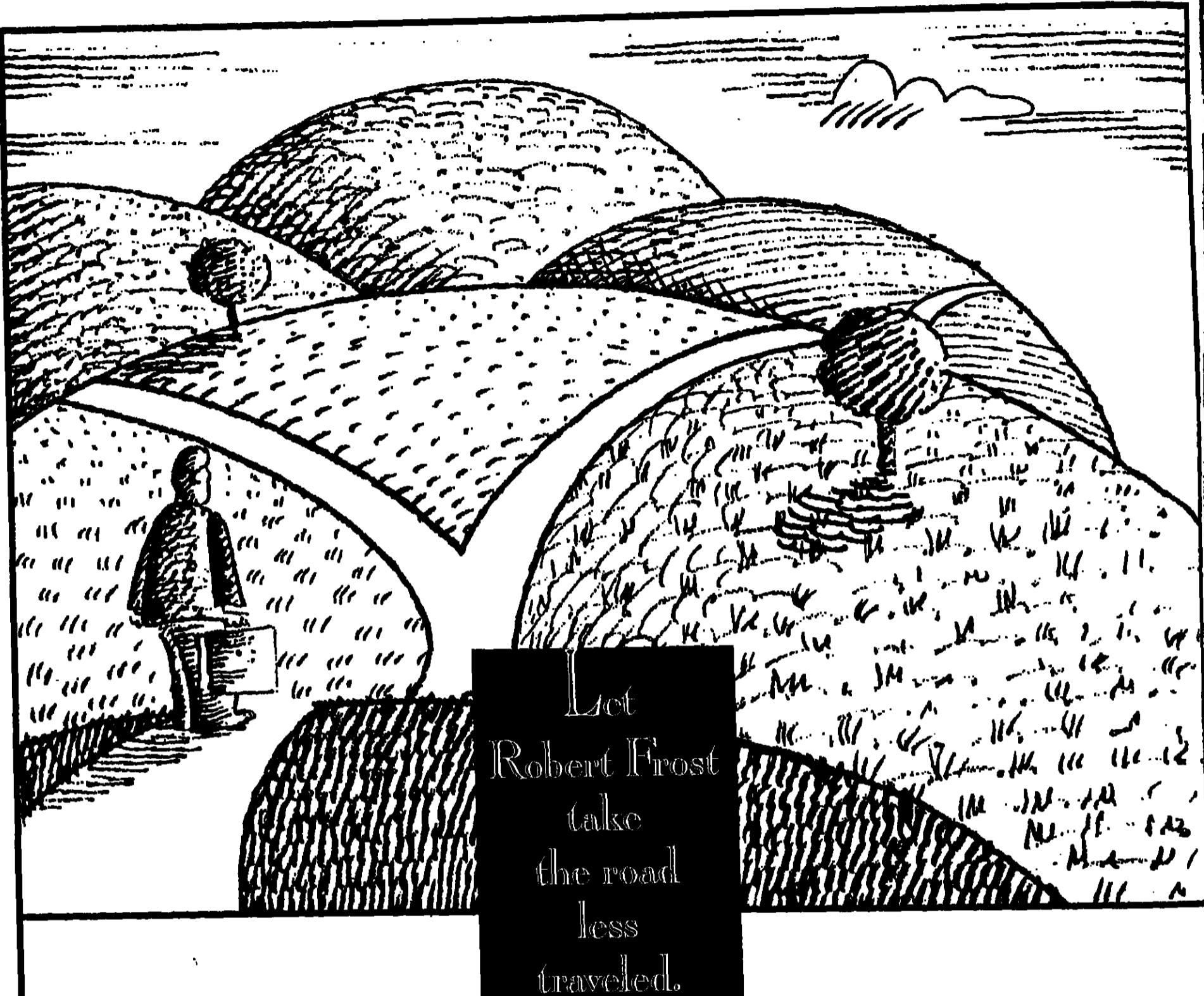
as their budgets experienced little or no growth. Now, intense financial pressures brought on by the recession and the skyrocketing cost of academic materials are eroding even more of that buying power.

Libraries are canceling journal subscriptions and reducing book orders, neglecting book preservation, cutting

staff positions, and reducing general services. At the same time, they are desperately seeking new revenue in fund-raising appeals and money-making operations. At a few universities, students and professors are pitching in and setting up funds for their libraries.

Even so, the efforts have not been

Continued on Page A28



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February 19, 1992

Research

STUDYING THE PALESTINIANS

Thanks in part to developments in the Middle East, scholars are drawn to a topic many once avoided: A8

PRIMATES FOUND TO USE HERBAL MEDICINES

Researchers have discovered that primates and other animals use plants for medicinal purposes: A9

GENE THERAPY PROPOSED FOR AIDS PATIENTS

An NIH panel has approved the use of genetically altered cells and bone-marrow transplants on cancer patients with the AIDS virus: A11

NEW PATENT REQUEST FROM NIH

The agency is seeking to patent an additional 2,375 human genes, saying the action will protect the work of its researchers: A23

THE FLAWS IN SOVIET SCHOLARSHIP ON AMERICA

For years, the study of America was warped by ideological restrictions. The end of Communist rule may lead to improvements. Point of View: A40

Joint research proposed for U.S. ex-Soviet scientists: A8

Sardine's stone dwellings were built by small polities: A10

King crab called closely related to hermit crab: A10

Scientists said to discount experimental anomalies: A10

Physicians worry about inadequacy, study reveals: A11

52 new scholarly books: A13

Computing

BUYING SHARES IN PRESIDENTIAL CONTENDERS

Four professors at the U. of Iowa have set up a computerized futures exchange to teach students about financial markets and politics: A17

HELP FOR PEOPLE WITH DISABILITIES

The Unicorn Smart Keyboard won first prize in a nationwide search for computer-based technologies to assist people with disabilities: A19

Computer users brace for the 'Michelangelo' virus: A17

New home for bulletin board for American Indians: A17

Conferences explain Americans With Disabilities Act: A17

On-line service links off-campus students: A18

Survey looks at hiring in computer sciences: A18

Study sees link between melanin and ability to see light: A18

Four new computer programs; three new optical disks: A20

Teaching

TACKLING BEHAVIOR MODIFICATION

A psychology course at the U. of Washington offers students the chance to deal with alcohol abuse by altering bothersome habits: A31

Personal & Professional Concerns

ACCREDITATION UNDER FIRE

Criticism from several quarters has forced accrediting groups to re-examine the way they do business: A15

NEGOTIATING HOSTAGES' RELEASE

A professor of criminal justice offers services to missionaries and relief workers in politically troubled countries: A5

SCHOLARS AS MEDIA EXPERTS

Despite the pitfalls, academics who analyze news events for the press can influence government policy and educate the public. Opinion: B1

HOW HARD DO FACULTY MEMBERS WORK?

Studying professors' productivity is difficult and controversial, but in the current financial climate, it must be done. Opinion: B2

California pays to settle lawsuit with institute: A4

College cancels showing of sexually explicit film: A5

A new newsletter from Bernice Spender: A15

Three-year project to raise stature of general education: A15

Five new books on higher education: A16



PALESTINIAN culture, a field once avoided by scholars, is now the subject of a profusion of new research: A8

Federal & State Governments

HOW MUCH TO LOBBY?

Public-college presidents wonder how aggressively they should lobby their lawmakers to protect state financing during a recession: A1

QUESTIONS ABOUT CONFLICT OF INTEREST

■ As Congress considers changes in the Higher Education Act, lawmakers draw attention to links between college officials and financial institutions: A21

■ Colleges are concerned about several controversial amendments to the act: A24

NEW FIGHT POSSIBLE OVER HUMANITIES ADVISERS

President Bush may again provoke his political adversaries in picking nominees for vacant slots on the National Council on the Humanities: A21

NIH FILES FOR NEW PATENT ON HUMAN GENES

The agency applied for a patent on 2,375 genes, repeating a process that caused an uproar among scientists in October: A23

FIRING OF BUSH ADVISER ASSAILED

Education Dept. officials have confirmed that the head of the office that coordinates Administration assistance to historically black colleges has been removed: A24

Two Senators to oppose SSC and space station in 1993: A21

Salt brings two new doctoral programs to South Texas: A21

Court says U. of Mich. violated open-meetings law: A22

Students

STUDENTS IN NEW HAMPSHIRE

Thousands of student volunteers helped to campaign for the Presidential candidates: A31

BEHAVIOR MODIFICATION IN THE CLASSROOM

An unusual course at the U. of Washington linking psychological theory and practice shows potential for helping students deal with alcohol abuse: A31

Auburn rally protests treatment of gay group: A4

Campus police officer charged with murder: A4

Student is found dead in office at Berkeley: A4

Jodie Foster charms Harvard's Hasty Pudding club: A4

Colleges give scholarships for community-service work: A31

Magazine in Virginia offers tips for students: A31

Student group sponsors educational Valentine's gift: A31

International

BRITISH STUDENTS PREDICT NEW PROTESTS

Leaders plan to renew demonstrations, which disrupted more than 40 campuses last fall, over issues of living costs, overcrowding, and poor facilities: A37

AMERICAN STUDIES IN THE POST-SOVIET ERA

Now that the Soviet Union has crumbled, scholars there have a chance to improve a field of research riddled with "black holes." Point of View: A40

Art

GLASS FLOWERS AT HARVARD

A collection of 3,000 lifelike models created between 1887 and 1936 help teach botany: B6

OBJECTS WITH A SOUL

Picasso's insatiable appetite for still life is the subject of an exhibition of 150 paintings, reliefs, collages, drawings, and sculptures: B64

Books

A special pull-out section, "Events in Academe: March-September 1992," follows Page B32.

MARGINALIA

In Brief

California pays to settle lawsuit with Institute

SAN DIEGO — The California State Department of Education has agreed to pay \$225,000 in attorneys' fees to settle a federal lawsuit over its decision to withdraw certification of science degrees granted by the Institute for Creation Research.

The small Christian institution in nearby Santee sued in 1990 when the department ruled its master's degrees in biology, geology, physics, and science education did not qualify as science degrees. The institute teaches creationism, which the department said is religion, not science.

A spokeswoman said the department had agreed to settle the suit because responsibility for overseeing private postsecondary institutions in the state has been transferred from the department to the Council for Private Postsecondary and Vocational Education, a new state agency which has not yet taken up the institute's case.

Directions inside a book of stamps from the United States Postal Service:

"Help speed mail delivery. Please use all capital letters with no punctuation in addresses. Follow this example:

"MR. JOHN Q MAILER"
Thanks.

A notice from the human-resources department at the University of Houston advertises a seminar led by a man from the "Immunization and Naturalization Service."

A news release from Rmmapo College identifies a debate participant as follows:

"On the staff of the Subcommittee on Crime, [Eric E.] Sterling was responsible for drug enforcement, gun control, money laundering, organized crime, pornography, terrorism, corrections and military assistance to law enforcement."

Whose side was he on?

Headline in *The Northern Iowan*, the student paper at the University of Northern Iowa:

UNI STUDENTS STRESS IMPORTANCE OF ERASING EMPATHY ON CAMPUS

While you're about it, throw out some milk of human kindness.

Course listing in the 1991-92 catalog of Chowan College:

"Reading out is designed to raise the reading level of students with low scores on a standardized reading test. Suych students are required to take the course."

For good reason.

News item in the University of Portland *Beacon*:

"Russian immigrant Matvei Finkel used humorous stories to describe life in his homeland on Tuesday evening. . . .

"Finkel hopes to help his homeland. He explained history has made many Russians prejudiced. Years of occupation by the Tudors created rifts."

"Was Elizabeth I responsible for the Evil Empire?" a reader wants to know.

—C.O.



Hundreds gather at Auburn to support gay students

AUBURN, ALA. — More than 300 people gathered at Auburn University this month to protest what they said is unfair treatment of the Auburn Gay and Lesbian Association.

In recent weeks, student-gov-

ernment leaders have tried to revoke the group's charter, and a student was charged with firing a pellet gun at alliance members.

Protesters called on the university to extend protection under its anti-harassment policy to those

who are victimized because of their sexual orientation. The protesters also criticized student-government leaders, who say Auburn should not provide funds to a group whose members violate state laws prohibiting sodomy. ■



Jodie Foster charms Harvard thespians

CAMBRIDGE, MASS. — The Hasty Pudding Theatricals group at Harvard University honored actress Jodie Foster last week as its 1992 Woman of the Year.

The Yale alumna received as her prize a traditional brass "Pudding Pot." Hasty Pudding, the na-

since 1989, Edward P. Reddeck has falsely advertised the university as licensed and accredited. The indictment says it is nothing more than a mail drop.

Prospective students paid from \$1,695 for an associate's degree to \$3,095 for a combined master's and doctoral degree. Mr. Reddeck allegedly has collected more than \$250,000 a year in tuition payments.

Corrections

■ President Bush's proposal to increase the maximum size of Stafford Student Loans was incorrectly reported (*The Chronicle*, February 5). He has proposed raising the maximum for juniors and seniors to \$5,000 from \$4,000.

■ Because of incorrect information supplied by lawyers in the case, an article about Daniel T. Lee's battle with the University of Texas-Pan American (*The Chronicle*, November 20, 1991) contained two errors.

The university's governing board agreed with a recommendation that Mr. Lee be censured, but it did not concur with another recommendation that he be removed from his graduate teaching duties for three years. Also, the position

Mr. Lee contends he was promised was chairman, rather than di-

rector, of management-informa-

tion systems. ■

Jury Indicts operator of alleged diploma mill

SALT LAKE CITY — A federal grand jury here has indicted the operator of an alleged diploma mill on 26 charges of mail fraud and money laundering for his part in a scheme involving the North American University.

University officials said guards would be stationed in Eshleman Hall, which houses the offices of student organizations.

The indictments allege that

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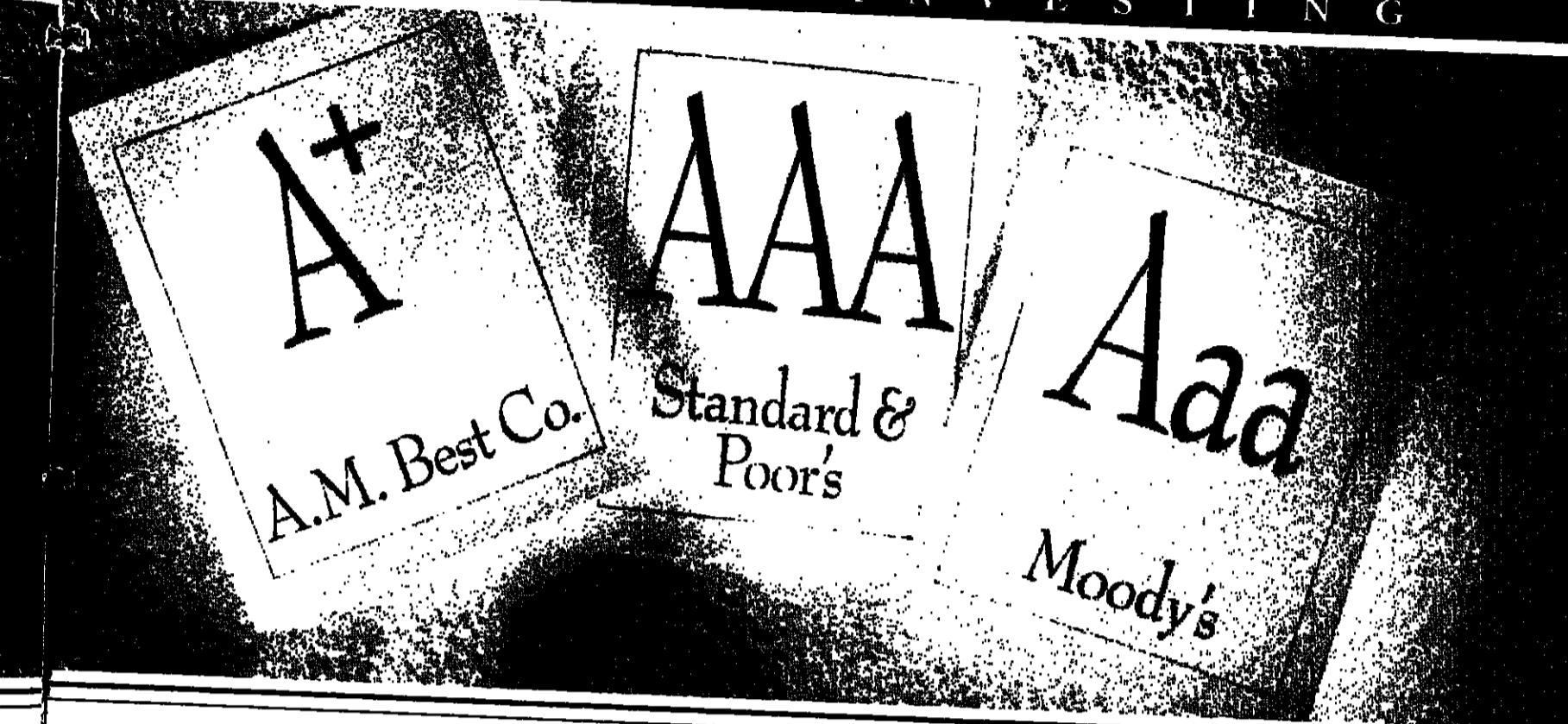
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Scholarship

Photo by AP/Wide World

Rep. George E. Brown, Jr., a California Democrat who chairs the House Committee on Science, Space, and Technology, wants to establish two foundations in Russia to promote joint research with U.S. scientists and their colleagues in the former Soviet Union.

Mr. Brown revealed the details of his plan at a press conference at the annual meeting of the American Association for the Advancement of Science, which ended last week.

He said the intent of his proposal was to provide resources to assure the survival of scientists in the former Soviet Union, while promoting their cooperation with the United States on research problems of mutual concern.

Mr. Brown said financial support for the foundations would come from the annual earnings of an endowment of at least \$200-million that "would be created by equal contributions from the United States and Russia."

The first foundation would function much like the National Science Foundation, awarding competitive grants for joint projects in fundamental and applied research. Recipients of the awards would include American universities, government laboratories, and non-profit research institutions.

The second foundation, Mr. Brown said, "would provide partial support to high-technology ventures—from the laboratory bench to the marketing phase—linking Russian entrepreneurs with interested U.S. business partners."

Russian and American scientists at last week's meeting were enthusiastic about the proposal. They said it was important to assist scientists in the newly christened Commonwealth of Independent States who were not likely to be included in the Bush Administration's financial aid package for Russian nuclear scientists.

Harley Balzer, director of the Russian Area Studies program at Georgetown University, said he recognized that the Administration needed to keep Russian scientists who worked at nuclear-weapons institutes from selling secrets to U.S. military adversaries.

"But there are a great many scientists in the former Soviet Union who made a conscious choice not to work in the nuclear-weapons enterprise," he said. "For us now to help only those who are involved in nuclear-weapons research is tragic."

In any case, Russian scientists find the U.S. proposal to pay them to dismantle the Soviet nuclear arsenal remarkable.

Said Roald Z. Sagdeev, a professor of physics at the University of Maryland and an adviser to former President Mikhail S. Gorbachev: "MAD-1, mutually assured destruction, has been replaced by MAD-2, mutually assisted dismantlement."



Much recent research on Palestinians focuses on those who live in the occupied territories. Above, a refugee camp in Gaza.

As Perceptions of the Palestinian People Change, Study of Their History and Society Grows

Rash of recent books on the 'Intifada' is only one manifestation of a profusion of new research

By ELLEN K. COUGHLIN

In December 1987 the popular Palestinian uprising known as the *Intifada* began when riots broke out in refugee camps in the West Bank and Gaza Strip. With Palestinian civilians facing down Israeli soldiers in the streets of the occupied territories, the continuing confrontation has become a watershed in the evolution of Palestinian nationalism and the changing dynamics of the Arab-Israeli conflict.

The *Intifada* has been a landmark in scholarship, as well. In the four years since it began, researchers have produced dozens of books and articles examining the subject from as many different perspectives. It is already, in the words of one scholar, "probably the most studied political uprising in the 20th century."

Many Middle East specialists agree, however, that the attention to the *Intifada* is only the most visible manifestation of a profusion of new research in the last several years on Palestinians generally. Events in the Middle East, up to and including the current round of peace talks, as well as developments in scholarship, not only

have piqued interest in the Palestinians but have shifted perceptions of them as well.

"It partly has to do with a de-demonization of the Palestinians," said Rashid I. Khalidi, associate professor of history and director of the Center for Middle Eastern Studies at the University of Chicago. "They're seen as a society, as a people, as a subject in and of themselves, and not solely related to the Israelis."

Equated With the PLO

Because of their unique place in the politics of the region, Palestinians have never been entirely absent from the research agenda of Middle Eastern studies. But until a decade or so ago, many scholars say, Palestinians were looked at mostly as one facet of the Arab-Israeli conflict. "The Palestinian question," not Palestinian history or society on its own terms, was the general thrust of the research.

The reason for that, scholars say, was political. The American public, by and large, was pro-Israel and tended to equate all Palestinians with the extremist activities of the Palestine Liberation Organiza-

tion. In academe, many researchers argue, the study of the Middle East was dominated by an "Orientalist" perspective, a Western slant on the region that often went hand in hand with pro-Israel political sympathies. To choose to focus your research on a Palestinian subject was not always a wise career move.

"If you wrote about Palestinians," said Laurie A. Brand, assistant professor of international relations at the University of Southern California, "oftentimes you were construed as being a part of them. And people didn't want to potentially jeopardize their careers by getting involved in that."

The political winds have shifted, both in American society at large and in the universities. Scholars say that it is easier now than a dozen years ago to get financial support for research on Palestinians, and that both commercial and academic presses are more interested in publishing books on the subject.

The new body of research covers a wide spectrum of topics and involves scholars throughout the humanities and social sci-

ences. Because of its broad implications, the *Intifada*, which has garnered so much research attention of late, demonstrates in microcosm the array of questions about Palestinian history, politics, and society that scholars are now investigating.

'The Forefront' of Attention

"The *Intifada* brought the Palestinian issue back to the forefront of international attention," said Don Peretz, a professor of political science at the State University of New York at Binghamton, who has studied the uprising. At the same time, he said, "it had a profound effect on Palestinian society." The *Intifada* raises questions about Palestinian leadership, about the social organizations that support it and the political culture that has grown up around it, and about the role of Palestinian women and the community in the resistance to Israeli occupation.

The more hospitable climate for research on Palestinians can be attributed to a variety of related factors. On one level, the change can be tied to events in the Middle East and certainly pre-dates the *Intifada*. Some put it as far back as the 1979 Camp David accord between Israel and Egypt, in which the intractability of the dispute over the occupied West Bank and Gaza Strip demonstrated to many that solving the Palestinians' plight was the key to any lasting peace in the Middle East.

Other researchers date the change to the Israeli invasion of Lebanon in 1982. The

Continued on Page A12

Primates and Other Animals Use Wild Plants for Medicinal Purposes, Researchers Discover

By KIM A. McDONALD

CHICAGO

The use of plants for medicinal purposes, long thought to be a uniquely human trait, is a common practice among some primates and other animals, researchers have discovered.

Much of their evidence comes from painstaking field research over the past decade and has led, recently, to the isolation of potential new drugs for humans.

It has also led to the development of a new field of study—"zoopharmacognosy"—the use of natural pharmaceuticals by animals. Scientists involved in the field gathered to discuss their findings at the annual meeting of the American Association for the Advancement of Science, which ended here last week.

Several researchers said their first clue that animals were using certain plants for medicinal, rather than nutritional, purposes had been the fact that some plants that monkeys and chimpanzees consume when sick contain toxins that the plant uses to ward off such parasites as roundworms, bacteria, or viruses.

"Standard wisdom is that these are toxic or dangerous to animals," said Richard Wrangham, a professor of anthropology at Harvard University. "But over the last 15 or 20 years, a series of anecdotes has led in studies suggesting that animals can use those compounds on occasion to their own benefit, often turning the toxic effects against their own enemies."

Mr. Wrangham said some primates and birds rubbed foul-smelling toxic substances from plants over their bodies to rid themselves of external parasites. Even more remarkable and interesting, he added, is the practice of some baboons, chimpanzees, and monkeys to use plant toxins to control internal parasites.

Mr. Wrangham noted, for example, that baboons in Uganda sometimes eat the fruit of plants that native people have used to control infections of schistosomiasis, a debilitating disease caused by the infection of parasitic fluke worms. Investigations of this behavior, he said, revealed that only those animals infected with the microscopic worms responsible for the disease ate the fruit, while baboons free of schistosomiasis avoided it.

Studies of Chimpanzees

At four sites in Africa, Mr. Wrangham studied the behavior of chimpanzees that swallow leaves from certain species of plants. He said the leaves of nine of the species are large and rough, and are swallowed without being chewed—indications that the chimpanzees are not eating them for food. He said the practice generally occurs in the morning hours, before the chimpanzees begin foraging for food, and is most frequent during the wet season, when the number of parasites in the animals are generally much higher.

Mr. Wrangham said populations of chimpanzees that did not have access to the plants tended to show many more parasitic infections than those that did. In addition, he said, baboons, which do not exhibit such leaf-swallowing behavior, have

many more intestinal roundworms and other parasites than chimpanzees.

In a similar study, Michael A. Huffman, a postdoctoral fellow in zoology at Kyoto University in Japan, said he had found in a study of 90 chimpanzees in Tanzania that individuals that exhibit symptoms of roundworm or schistosomiasis infections stripped the leaves and bark from a flowering plant known as *Vernonia amygdalina* and sucked the bitter juice from the inner stem. He said analysis of the juice showed it had anti-parasitic properties. Examinations of the compounds from the plant's leaves and bark showed that they contained toxins at concentrations capable of killing laboratory mice.

"What we see these chimps doing is avoiding the most toxic parts of the plant," he said. "We find selectivity in these chimps for the most beneficial part of the plant."

Eloy Rodriguez, a professor of developmental and cell biology at the University of California at Irvine, who analyzed some of the leaves brought back by Mr. Wrangham, said he had discovered that one species of plant, *Aspilia*, whose leaves are swallowed by the chimpanzees, contained a red oil, thiarubrine-A, that proved effective against parasitic roundworms, fungi, and even tumors.

Mr. Rodriguez said he was surprised

that thiarubrine-A had so many uses. "It was very surprising, because we had never seen these compounds," he said.

He said Mr. Wrangham's observation that the chimpanzees carefully swallow the leaves of *Aspilia* without chewing them was significant, since chewing would destroy the leaf structures that contain thiarubrine-A and release the compounds into the acidic digestive fluids of the stomach. Instead, the compound is released in the small intestine, where roundworms and other parasitic nematodes are concentrated.

'Excited About the Potential'

Mr. Rodriguez said *Ficus* leaves eaten by chimpanzees had also been found to contain agents that kill bacteria.

He said the anti-bacterial activity of

thiarubrine-A was not surprising to him, since Africans have been known to use extracts from the *Aspilia* leaves to treat skin infections. But the anti-tumor properties of thiarubrine-A came as a complete surprise.

"We're quite excited about the potential of this drug," he said, adding that investigations of the plants that animals use for medicinal purposes could provide useful new drugs for humans.

"For too long, we've neglected these

small, secondary compounds as molecular

Continued on Page A12



The diet of female howler monkeys could be responsible for the propensity of some of them to produce a greater number of male offspring.

RESEARCH NOTES

- Sardinia's fortified dwellings said to be built by small polities
- Study reveals king crab to be closely related to hermit crab
- Scientists said to ignore or discount experimental anomalies

Prehistoric stone buildings found on the Mediterranean island of Sardinia were the product of small-scale polities similar to African petty chiefdoms, says an archaeologist at Pennsylvania State University at Mont Alto.

Sardinia is the site of some 7,000 conical stone structures, called nuraghi, dating from the Bronze and Iron Ages (1100 B.C. to 500 B.C.). Most researchers agree that the buildings were the fortified residences of locally prominent families and also served the secondary functions of storehouses or community refuges. Many scholars have concluded that, because the largest and most complex of the nuraghi are similar in certain ways to medieval European castles, the societies that produced the prehistoric buildings may have been similar to feudal monarchies.

In the current (December) issue of *Antiquity*, Penn State's Gary S. Webster argues that the amount of labor and the level of skill required to build the nuraghi suggest that the structures were produced by small polities less complex than feudal societies.

Based on a study of a cluster of the prehistoric structures in west-central Sardinia, Mr. Webster ar-



Prehistoric stone structures called nuraghi, found on the Island of Sardinia, probably served as fortified residences.

gues, for example, that the rock used in building the nuraghi probably was hauled over a great distance. Pliocene basalt, the main building material, is found at relatively shallow depths in the area where the structures are located, he says. On higher ground, where the nuraghi were usually built, the depth of the building stone is sometimes less than a meter.

What's more, notes Mr. Webster, most of the stones in the existing buildings appear not to have been cut to size, but were used in their original shape. Mr. Webster ar-

estimates that, in the area of Sardinia he studied, 35 nuraghi were erected between approximately 1800 B.C. and 1250 B.C., to accommodate a population that increased from about 35 people to 200.

At such a rate, he argues, the construction would not have placed great demands on the available labor pool.

—ELLEN K. COUGHLIN

The Alaskan king crab, one of the largest-known arthropods, evolved from a single genus of hermit crab.

The researchers say the genetic evidence also suggested that the evolution of king crabs from hermit crabs—which involved a dramatic increase in size, the acquisition of more crab-like features, and the development of a hard shell around the hermit crab's soft, elongated abdomen—occurred relatively rapidly, taking from 13 million to 25 million years to complete.

tiny hermit crab, according to a comparison of the two animals' genes.

The discovery, detailed in the February 6 issue of *Nature*, contradicts anatomical studies conducted over the past decade that suggested that adult forms of the two crabs, which are vastly different in size and appearance, are not closely related.

Some zoologists in the late 1800's believed king crabs and the much smaller, shell-dwelling hermit crabs were related because of similarities in their larval forms and in the shapes of their asymmetrical abdomens. But, until now, no one could be certain.

To resolve the controversy, Clifford W. Cunningham, a zoologist at the University of Texas at Austin, and his colleagues at Yale University compared mitochondrial DNA—genes that are passed unchanged from mother to offspring—from dozens of species of crabs.

The results suggested not only that genes from hermit crabs and king crabs were closely related, but that two genera of the commercially important Alaskan king crab had evolved from a single genus of hermit crab known as *Pagurus*. The latter finding came as a surprise to the researchers.

"We expected to find that king crabs had descended from hermit crabs," says Mr. Cunningham, "but we never suspected that they would fall within a single genus of hermit crab."

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—KIM A. McDONALD

Scientists often discount or ignore experimental observations when they contradict prevailing theories, two scholars say.

Ever since the historian Thomas S. Kuhn published *The Structure of Scientific Revolutions* in 1962, many historians of science have assumed that major theoretical shifts arise from the recognition of anomalies—observed facts that a current theory did not expect and cannot explain—and the concerted attempt to devise a better theory that could explain them.

For example, until the mid-19th century most naturalists believed



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New genetic evidence suggests that the giant king crab, at top, evolved rapidly from a single genus of shell-dwelling hermit crab, at bottom.

—CHRIS RAYMOND

Scholarship

NIH Panel Approves Gene Therapy for AIDS Patients With Cancer

By DAVID L. WHEELER

BETHESDA, MD.

Researchers at the University of Washington are set to treat a select group of AIDS patients with a combination of genetically altered cells and bone-marrow transplants.

Last week a committee at the National Institutes of Health gave the researchers permission to try the experimental treatment. It is designed for use with patients infected by the AIDS virus who do not have many of the symptoms of full-blown AIDS but do have a cancer of the lymph nodes caused by their infection.

Similarly, say the authors, before the 20th century most geologists, who held to a theory that land masses could move only vertically, could not explain why the Atlantic coasts of South America and Africa fit together like pieces of a jigsaw puzzle. That fact, like the ostrich's wings, was discounted as an unimportant quirk, so that scientists did not have to confront the inadequacy of their existing theory, the authors note.

Philip D. Greenberg, a professor of medicine at the University of Washington medical school and the leader of the research group planning the treatment there, said that a method of growing and genetically modifying cells that has been developed for the current treatment might eventually be used without the bone-marrow transplants.

The researchers will try to use the treatment with other AIDS patients if it is successful with the first group.

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The authors say that when new theories are developed—for reasons unrelated to the unrecognizable anomalies—and they provide compelling explanation of previously unexplained facts, "it is safe" to recognize them for what they are, namely, anomalies.

Of course, they add, under the new theory, past anomalies are longer anomalies.

—CHRIS RAYMOND

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 Meyer Rehabilitation Institute
 University of Nebraska Medical Center
 (402) 559-6413

Scholarship

February 19, 1992 • THE CHRONICLE OF HIGHER EDUCATION • A11

ing them, the scientists will insert a new package of genes into the cells that will give the cells two new characteristics. One, the ability to resist an antibiotic, will let scientists make sure they are giving the patients only the genetically modified cells. Unmodified cells will be killed by mixing the antibiotic with cultures of cells.

The genetic modification will also make the cells vulnerable to another drug. That drug could be administered to patients to kill all of the genetically altered cells if they caused harmful side effects.

The researchers fear that when the T-cells attack cells infected with the AIDS virus they may also harm lung, brain, or other organ tissue where infected cells may be located.

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Changing Perceptions Prompt Research on Palestinians

Continued From Page A9
harsh treatment of the Palestinians during that engagement, and especially the massacre of hundreds at the refugee camps at Sabra and Shatila, provoked sympathy for them, scholars say, and created an opening for studies that looked at them in a more empathetic way.

Opening the Discourse

The shift in attitudes has come from intellectual quarters as well.

Many researchers credit a group of Israeli scholars who, using state archives that have opened only in recent years, have begun writing a new, more critical history of the creation of the state of Israel.

"That has helped to open up the discourse, especially inside Israel," said Ann M. Lesch, associate professor of political science at Villanova University.

By the same token, others say, Palestinian scholars have begun to look more critically at their own people, acknowledging, for example, that they are not as unified and cohesive a society as they have portrayed themselves in the past.

"The research has gotten a lot more sophisticated," Ms. Lesch said. "There used to be on both sides a tendency not to want to admit there were problems."

Precarious State of Archives

The years of continuing tension in the Middle East, to say nothing of outright warfare, have made studying any society there, but especially the Palestinians, difficult and sometimes dangerous.

Because of the nature of the Palestinians' recent history, many archival and other documents pertaining to them are hard to get at, if they exist at all. Researchers tell of Palestinian trade unions that no longer keep membership lists for fear they will be confiscated, or international organizations such as the Red Cross that are often loath to give out information.

Before the 1982 war in Lebanon, scholars say, Beirut was the center for archives on Palestinian history and society. Two organizations—the PLO and the Institute for Palestine Studies—maintained large research collections there, but both were looted and the PLO's shut down when the Israeli invasion reached the city. The PLO records were returned as part of a prisoner exchange the following year, and the institute has since opened an additional office in Washington. But Beirut, scholars say, is no longer the center for research that it used to be.

Researchers do point to two promising sources of historical material about the Palestinians that are relatively well preserved and are just beginning to be tapped—private family papers and Islamic court records.

Mr. Khalidi of Chicago recently spent time working in Jerusalem in the private papers of four Palestinian families, including his own. "There's more stuff there than I expected," he said. "What is interesting is that so little of this has been touched."

Judith E. Tucker, associate pro-

essor of history at Georgetown University, has recently been doing research into Islamic court records in Nablus, in the West Bank. In Islamic societies, she said, each town has its own court, which handles everything from marriages and divorces to criminal proceedings. She described the court records as a "rich trove" of information on Palestinian social history that goes back as far as the 16th century.

Interviews in Bomb Shelters

Meeting and interviewing Palestinians "on the ground," as researchers like to say, can be hazardous to scholars and subjects alike. Under extreme conditions, as have existed in Lebanon, interviews have been known to take place in bomb shelters and research has been interrupted by shelling. But the one constant is suspicion: At least initially, people are often mistrustful of researchers' motives or fearful of the consequences if they cooperate.

Virtually every scholar who has worked with Palestinians in the Middle East has a story to tell. Ms. Brand of Southern California is one of the few scholars who have done research on Palestinian communities in the Arab world outside the occupied territories. She spent 1983 interviewing Palestinians in Egypt, Jordan, and Kuwait. In Jordan, she said, where they constitute a majority of the population, Palestinians have a particularly uneasy relationship with the government. She recalled one interview with a man whose wife would not let them talk until she had checked outside all the windows and turned the radio up enough to create a cover for their conversation.

"In Jordan," Ms. Brand said, "I had a much greater sense of people feeling they were being watched."

Julie M. Peteet, assistant professor of anthropology at the University of Louisville, spent the years from 1974 through 1982 in Lebanon, in part doing research on women in the Palestinian resistance movement. In the summer of 1982, during the Israeli invasion, she simply stopped her fieldwork. "It seemed absurd," she said, "to go around with a notebook."

The political difficulties of doing research on Palestinians are not confined to the Middle East. Although most agree that the atmosphere in this country for academic research on Palestinian topics has improved in the last decade or more, there are some who maintain that obstacles still exist—though they are often hard pressed to pinpoint specific incidents.

"You know some young people who have not gotten jobs, and you wonder," said Ms. Tucker of Georgetown.

Language a Minefield

Subtler still are the ways in which political loyalties can affect the research itself—the questions that are asked, the sources that are used, the information that is included or overlooked. Although scholars agree that research on Palestinians today is far less polemi-

cul—on both sides—than it used to be, it is impossible to do research that is absolutely neutral.

Even language can be a minefield. The Israeli government refers to the West Bank as Judea and Samaria. In some contexts, "Palestine" is a loaded term. "As soon as you put pen to paper, you're taking sides by the words you use," said Joel S. Migdal, professor of international studies at the University of Washington.

Sorting through the myriad perspectives that researchers bring to the subject of Palestinian history and society can be like negotiating a particularly convoluted maze.

Among the scholars in this country who work on the topic are people of every ethnic background and family loyalty, with widely varying field experiences in the Middle East. But attempting to draw distinctions among them can be a futile exercise—and doesn't tell the whole story, anyway.

"People have had different experiences," said Mark Tessler, professor of political science at the University of Wisconsin at Milwaukee. "Some may have stronger political feelings than others. But almost everybody is probably on the same wavelength concerning what they think about basic issues." Among such "basic issues," he noted the Palestinians' right to self-determination and the need for mutual recognition between Israelis and Palestinians.

Others agree that there is a broad common ground for researchers who may come at Palestinian subjects from different starting points. "There are pressures on everybody," said Ms. Lesch of Villanova. "But you can discuss things a lot more easily now than you could 20 years ago."

Primates Find Medicine in Plants, Researchers Say

Continued From Page A9
debris, but now we're going to pay a lot more attention to them," he said.

No one knows for sure how primates have acquired the ability to select useful medicinal plants, but researchers said they believed the behavior was learned and passed on to offspring, rather than innate.

In another project, Kenneth E. Glander, an associate professor of biological anthropology and anatomy at Duke University who has been studying howler monkeys in Costa Rica since 1970, said imbalances in the ratio of male to female offspring had led him to speculate whether diet could be involved in the preponderance of males.

In making physiological measurements of the monkeys, Mr. Glander and his colleagues found that most females had differences in the electric-charge potential between the cervix and vagina that were great enough to influence the movement of sperm containing either male- or female-determining chromosomes.

Positive electric charges, he said, could impede sperm containing the female-producing X-chromosome from entering a female's uterus and assist sperm containing the negatively charged, male-producing Y-chromosome.

Virtually every scholar who has worked with Palestinians in the Middle East has a story to tell.

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Scholarship

fections, which may help the monkeys improve their health, and isoflavonoids, which are similar to estrogen in their chemical structure. A third species of legume that the monkeys eat, she added, bears a fruit that contains stigmasterol, a steroid used in the laboratory to synthesize progesterone. She is conducting studies to determine if the legumes are aiding the monkeys in regulating their fertility.

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Mr. Glander and his colleagues found that most females had differences in the electric-charge potential between the cervix and vagina that were great enough to influence the movement of sperm containing either male- or female-determining chromosomes.

In addition, researchers suspect that not all of the medicinal compounds used by primates have roles in preventing or treating infections. Some may be used to enhance specific kinds of biological functions, such as mating and pregnancy.

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Scholarship

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Most of the books are scheduled for release this month, but publication dates—as well as prices and numbers of pages—are sometimes approximate and are subject to change without notice. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Law as Metaphor: From Islamic Courts to the Palace of Justice, by June Starr (State University of New York Press; 243 pages; \$49.50 hardcover, \$16.95 paperback). A work in legal anthropology that traces the rise of secular law in Turkey.

ARCHAEOLOGY

Uncommon Ground: Archaeology and Early African Americans, 1650-1850, by Linda Ferguson (Smithsonian Institution Press; 232 pages; \$35 hardcover, \$14.95 paperback). Discusses the use of archaeological data in the reconstruction of early black American history.

ART AND ARCHITECTURE

Jacopo della Quercia, by James Beck (Columbia University Press; 216 pages; \$25 hardcover, \$15 paperback). A history of the Italian Renaissance sculptor.

BIOLOGY

The Biology of Ticks, Volume 1, by Daniel E. Sonenshine (Oxford University Press; 472 pages; \$95). Book one of a two-volume study of the biology, ecology, disease transmission, and control of ticks.

CLASSICAL STUDIES

On Rhetoric: A Theory of Civil Discourse, by Aristotle, translated by George A. Kennedy (Oxford University Press; 368 pages; \$27.95 hardcover, \$9.95 paperback). Translation, with commentary, of the Greek philosopher's treatise on the art of persuasion.

COMMUNICATIONS

Democracy in an Age of Corporate Colonization: Developments in Communication and the Politics of Everyday Life, by Stanley A. Deetz (State University of New York Press; 399 pages; \$54.50 hardcover, \$17.95 paperback). Argues that an "obsolete" understanding of communication processes and power relations has prevented people from perceiving the corporate domination of public decision making.

ECONOMICS

The New European Economy: The Politics and Economics of Integration, by Loukas Tsoukalis (Oxford University Press; 352 pages; \$32).

HISTORY

The Annals of St. Berlin: Ninth-Century Histories, Volume 2, edited and translated by Janet L. Nelson (Manchester University Press; 283 pages; \$69.95 hardcover, \$24.95 paperback). The first volume in a translation of a major source for the history of the Carolingian empire.

Architecture and Power: The Town Hall and the English Urban Community, c. 1800-1840, by Robert Titter (Oxford University Press; 312 pages; \$55.50). Examines the role of town halls in the civic culture of English provincial towns.

The Czechoslovak Legion in Russia, 1914-1920, by John F. N. Bradley (East European Monographs, distributed by Columbia University Press; 200 pages; \$28). Focuses on the legion's participation in the Russian Civil War of 1918-20.

Fortress California, 1810-1880: From Warfare to Welfare, by Roger W. Lotchin (Oxford University Press; 440 pages; \$45). Describes the urban-military union that developed when the logistical needs of the Navy coincided with the economic aspirations of California's cities.

Helping Children: A Social History, by Adeline Levitt and Murray Levitt (Oxford University Press; 304 pages; \$39.95). Discusses the history of social-work services for American children since the late 19th century.

The Market Revolution: Jacksonian America, 1815-1846, by Charles Sellers (Oxford University Press; 512 pages; \$35). Traces America's social, economic, po-

The Radicalism of the American Revolution, by Gordon S. Wood (Alfred A. Knopf; 447 pages; \$27.50). Challenges the notion that the Revolution was an essentially conservative movement in its aims and consequences.

Railroads Triumph: The Growth, Regulation, and Rebirth of a Vital American Force, by Albro Martin (Oxford University Press; 448 pages; \$29.95). A history of rail transportation in the United States. *Toward a New and Revolutionary France*, by Malcolm Crook (Manchester University Press; 270 pages; \$20.95). Traces the origins, events, and aftermath of the 1793 uprising in the French port.

Women, Crime, and Custody in Victorian England, by Lucia Zemler (Oxford University Press; 376 pages; \$73). Describes a shift in explanations for female criminality from moral analyses in the mid-19th century to biological and psychological explanations in later years; also discusses penitentiary and prison practices.

INTELLIGENT HISTORY
On Socialists and the "Jewish Question" After 1848, by Jack Jacobs (New York University Press; 220 pages; \$40). Examines the diverse attitudes of late 19th- and early 20th-century Marxists and social democrats toward Zionism, anti-Semitism, Jewish socialist movements, and the nature and future of Jewry; people discussed include Eduard Bernstein, Karl Kautsky, and Rosa Luxemburg.

LAW

John Barleycorn Must Pay: Compensating the Victims of Drunk Drivers, by Paul A. Lebel (University of Illinois Press; \$21.95). Edition of a previously unpublished

160 pages; \$47.50). Discusses compensating the victims of drunk drivers through a state-government program financed by taxes on the alcohol industry.

LINGUISTICS

A Treatise on the Provincial Dialect of Scotland, by Edward Douglas (Lord Glenister), edited by Charles Jones (Edinburgh University Press; \$20; 220 pages; \$59). Edition of a previously unpublished

Continued on Following Page

The Grants World Inside Out

Robert A. Lucas

Shows the humorous side of grants development and administration in an academic institution, where administrators try to keep up with the antics, scams and foibles of the faculty who live off the manufacture of grant and contract proposals. \$21.95

"No research administrator's shelf should be without this lighthearted book." —Allen J. Slinigall, past president, National Council of University Research Administrators

"Lucas is a delightful writer, the Art Buchwald of Research Administration. He views research administrators, their administrative colleagues, and the faculty with a healthy irreverence, often hitting us squarely on our bureaucratic underbelly." —Mary Ellen Sheridan, editor, *Research Management Review*

NEW SCHOLARLY BOOKS

Continued from Previous Page
study of the speech habits of the 18th-century Scottish and English upper classes.

LITERATURE

Baudelaire and the Second Republic by Richard D. E. Burton (Oxford University Press; 208 pages; \$49.95). Discusses the French poet's activities and writings from the February Revolution of 1848 to the Bonapartist coup in December 1851.

Edwardian Poetry, by Kenneth Millard (Oxford University Press; 208 pages; \$49.95). Analyzes the work of Rudier Brooke, John Davidson, Thomas Hardy, A. E. Housman, John Masefield, Henry Newbolt, and Edward Thomas.

Georg Trakl and the Baudelaire Circle, by Richard Dach (Peter Lang Publishing; 308 pages; \$39.95). Explores links between the Austrian poet Trakl (1871-1914) and the intellectual and cultural circle of Ludwig von Ficker (1880-1966), editor of the avant-garde journal *Brenner*.

The Meaning of Literature, by Timothy J. Reiss (Cornell University Press; 408 pages; \$45 hardcover, \$14.95 paperback). Traces the emergence of the concept of literature during a period of cultural transformation between the mid-16th and early 17th centuries; draws on Central and Western European texts.

Representing Femininity: Middle-Class Subjectivity in Victorian and Edwardian Women's Autobiographies, by Mary Jean Corbett (Oxford University Press; 256 pages; \$35). Explores rhetorical strategies of self-representation in autobiographies of women who participated in public life.

Revising Shakespeare, by Grace Ioppolo (Harvard University Press; 256 pages; \$29.95). Focuses on *King Lear* in a study of Shakespeare as a reviser of his own work; shows how a recognition of this authorial revision affects how the plays are studied, edited, and taught.

Spirit in Exile: Peter Porter and His Poetry, by Bruce Bennett (Oxford University Press; 320 pages; \$45). A biographical and critical study of the contemporary Australian poet, who as a young man chose to "exile" himself in Britain.

Voices from the North African Community in France: Immigration and Identity in Beur Fiction, by Alec G. Hargreaves (Berkeley Publishers, distributed by St. Martin's Press; 185 pages; \$49.50). Discusses the work of Azouz Begaa, Farida Belghoul, Mehdi Charef, and other writers of the *Beur* generation, the name given to the children of first-generation North African immigrants in France.

Writing Illinois: The Prairie, Lincoln, and Chicago, by James Hurt (University of Illinois Press; 168 pages; \$29.95). Analyzes works by such writers as Nelson Algren, Saul Bellow, Vachel Lindsay, Edgar Lee Masters, and Carl Sandburg.

MATHEMATICS

General Galois Geometry, by J. W. P. Hirschfeld and J. A. Thas (Oxford University Press; 424 pages; \$115). The final work in a three-volume study of Galois geometries, or projective spaces over a finite field.

MEDICINE

The Caring Physician: The Life of Dr. Franklin W. Peabody, by Olesoby Paul (Harvard University Press; 232 pages; \$24.95). A biography of the American physician and medical educator who lived from 1881 to 1927.

The Healer's Power, by Howard Brody (Yale University Press; 368 pages; \$30). Examines ethical issues concerning physicians' use and misuse of power.

MUSIC

A Song of Longing: An Ethiopian Journey, by Kay Kaufman Sheppard (University of Illinois Press; 208 pages; \$29.95). Describes the author's ethnomusicological fieldwork among Ethiopian Jews.

PHILOSOPHY

The Perfection of the Universe According to Aquinas: A Theological Cosmology, by Olivia Blanchette (Pennsylvania State University Press; 334 pages; \$35). Discusses the perfection of the universe as a unified, recurrent idea throughout the 13th-century theologian's philosophy and theology.

Past, Present and Future: A Philosophical Essay About Time, by Irwin C. Lieb (University of Illinois Press; 240 pages; \$35 hardcover, \$14.95 paperback).

A Thousand Teachings: The Upadisāśāstra of Saṅkaku Māra, translated and edited by Saṅkaku Māra (State University of New York Press; 264 pages; \$39.50 hardcover, \$12.95 paperback). Translation and study of writings by the eighth-century Indian philosopher.

ties through a study of tensions in Yugoslav politics in 1983-4, early in the post-Tito era.

POLITICAL SCIENCE

Democracy and Deliberation: New Directions for Democratic Reform, by James S. Fishkin (Yale University Press; 172 pages; \$17.95). Discusses a plan to increase public participation in electoral politics by establishing national caucuses in which a representative sample of citizens would interact directly with candidates and then be polled for their opinions.

Health Care: Politics, Policy, and Distributive Justice by Robert Trumpp, by Robert Trumpp (Routledge, distributed by New York University Press; 239 pages; \$49.50 hardcover, \$16.95 paperback).

Exploring Power Relations, by Alvin M. Tisch (Columbia University Press; 300 pages; \$60). Explores the issue of political legitimacy in Communist-ruled societies through a study of tensions in Yugoslav politics in 1983-4, early in the post-Tito era.

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mothers' love and establish themselves as male.

RELIGION

The Caring Child, by Nancy Eisenberg (Harvard University Press; 208 pages; \$22.95 hardcover, \$8.95 paperback). Examines recent research on the development of altruism and other "pro-social" behaviors in children.

In the Shadow of Moloch: The Sacrifice of Children and Its Impact on Western Religions, by Martin S. Bergmann (Columbia University Press; 288 pages; \$35 hardcover, \$15.95 paperback).

Work in the Fast Lane: Flexibility, Division of Labor, and Inequality in High-Tech Industries, by Gleyna Collier and Charles M. Tulbert, II (State University of New York Press; 160 pages; \$49.50 hardcover, \$16.95 paperback). Argues that in some high-technology industries, work is organized in ways that generate gender, racial, and ethnic inequalities.

SOCIOLOGY

Women as Ritual Experts: The Religious Lives of Elderly Jewish Women in Jerusalem, by Susan Stark Sorek (Oxford University Press; 192 pages; \$39.95). Examines the beliefs and rituals of elderly Jewish women, originally from Kurdistan and Yemen, who now live in Jerusalem.

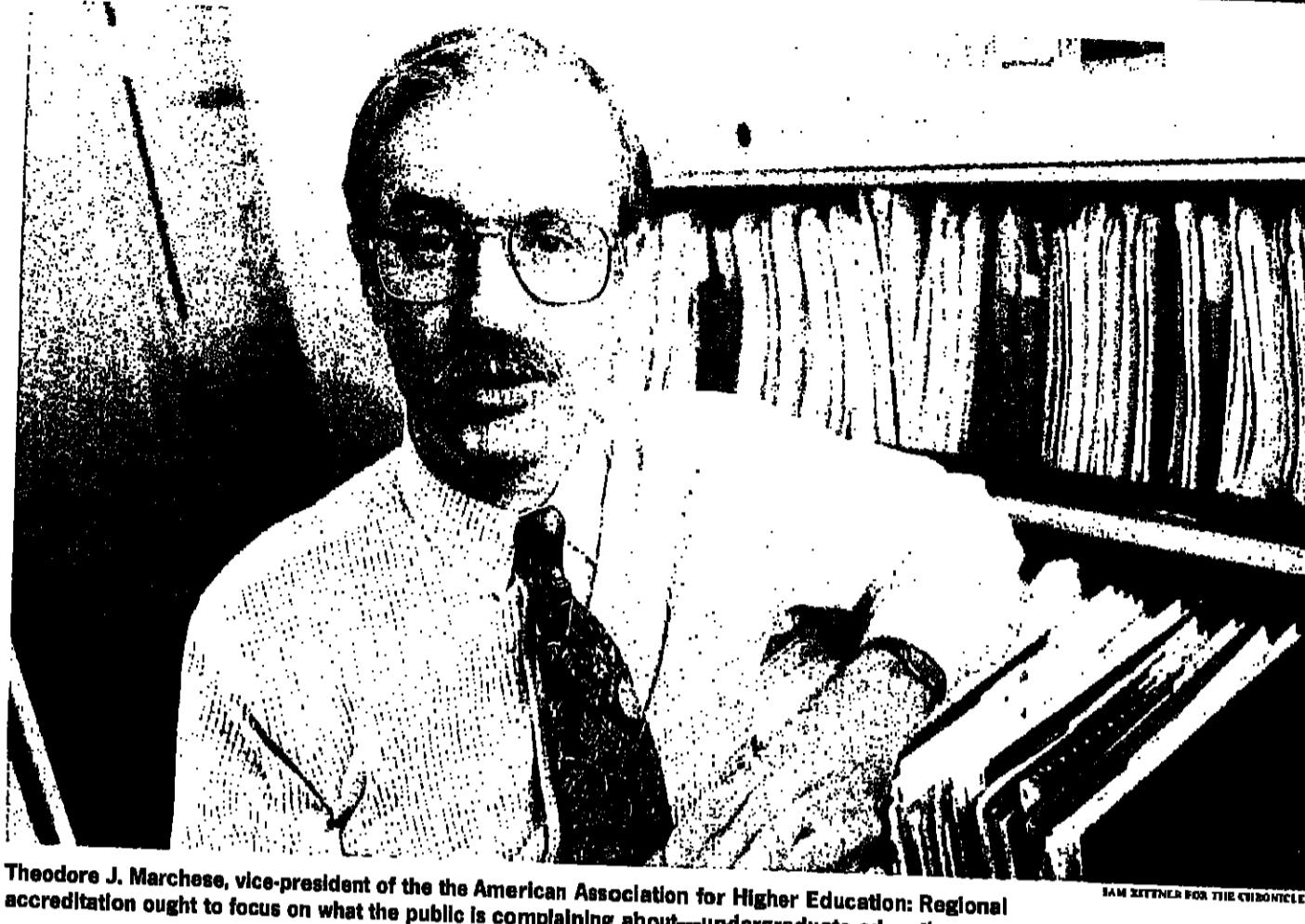
The Way Men Think: Intellect, Intimacy, and the Erotic Imagination, by Liam Hudson and Bernadine Jacob (Yale University Press; 224 pages; \$43.95). Discusses the lives and contributions of various great actresses from Theodore in sixteenth-century Rome to Eleonora Duse in twentieth-century Europe and America.

Scholarship

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Personal & Professional



SAM XTENNER FOR THE CHRONICLE

Theodore J. Marchese, vice-president of the American Association for Higher Education: Regional accreditation ought to focus on what the public is complaining about—undergraduate education.

Role of Accrediting Agencies Questioned Following Storm of Criticism and Debate

By COURTNEY LEATHERMAN

The mere mention of accreditation once caused the eyelids of many an academic and lawmaker to droop.

But over the past year, accreditation has been anything but a soporific issue. Accreditation has been fighting for its very existence—caught up in battles over such issues as diversity, student-loan defaults, and accountability. And it has attracted unprecedented attention and criticism.

"I've not seen this kind of attention—so broad and passionate—certainly in my 20 years in higher education," says Ray N. Kieft, president of Mesa State College.

Adds Stephen S. Weiner, executive director of the Western Association of Schools and Colleges: "Accreditation is going through significant transitions. I don't know how long it will take, but I certainly don't think this is just another cycle we're going through."

Indeed, many campus officials and accreditors believe the continuing debates may change the way people think about accreditation, and the way accreditors do business. Some accreditors, in the wake of so much criticism, have already taken steps to revise their practices.

Among the reasons accreditation is in the spotlight:

■ The Education Department cracked down on the practices of a regional accrediting agency that used racial diversity as a criterion for evaluation. Some accreditors worry that that action, involving the Middle States Association of Colleges and Schools, signaled the department's intention to exert more control over the criteria that regional groups use to accredit their member institutions.

■ The department is considering regula-

tions that would give federal officials the right to make unannounced inspections of agency offices and of accreditors' site visits to campuses. The regulations also could make it easier for new accrediting groups to be formed.

■ Congress has threatened to drop regional accreditation of an institution as a requirement for financial aid to its students, in exchange for increased state oversight of higher education. Although it appears that the link between accreditation status and financial aid will be restored to legislation extending the Higher Education Act, lawmakers are forcing accreditors to become more open in their practices and

pushing them to add more lay members to their commissions.

■ Specialized accrediting agencies, which assess individual academic programs ranging from acupuncture to architecture, have been criticized by some college presidents and program heads, who have threatened to sever their relations with some groups.

■ In a move that reflects dissent among members of the accreditation world, regional accreditors have threatened to pull out of the Council on Postsecondary Accreditation. They say the organization has done little until recently to explain accreditation to lawmakers or the public. Despite more aggressive efforts by the council's new president, Kenneth L. Perrin, some believe the group could collapse.

■ Some observers have suggested overhauling regional accreditation rather than scrapping it. Theodore J. Marchese, vice-president of the American Association for Higher Education, has called for the establishment of a body—similar to the Knight Commission on Intercollegiate Athletics—to review accreditation's mission and make recommendations for change.

What Are Our Alternatives?

While many in academe believe accreditors need to change the way they operate, some campus officials worry that changes could place new burdens on colleges at a time when money is tight.

Whatever the outcome of the debate, most observers in higher education believe that accreditors will remain in business. For all of the process's shortcomings, they believe the alternatives are much worse.

"In my view, regional accrediting asso-

Continued on Following Page

AL GIBSON, DAILY SENTINEL
Ray N. Kieft of Mesa State College: "I've not seen this kind of attention—so broad and passionate—certainly in my 20 years in higher education."

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The Learning Society:
From Bowlerama to the ClassroomBy Bernard R. Gifford, Ph.D.
Vice President, Education
Apple Computer, Inc.

Recently the International Society for Technology in Education asked me and Tom Wall, my counterpart at IBM, to give side-by-side interviews in their newsletter. As our companies' chief education officers, we were asked to envision the school of the future.

I couldn't help wondering whether Tom would be surprised at my answer.

I began by saying that in the year 2020, when I walk for perhaps (hobble) into a classroom, I hope I'll find books and blocks, globes and greenhouses, fish tanks and French horns. If I look very hard, I may also spot some very small, very smart computers.

After all, many forms of technology may coexist and complement one another as they continue to evolve. Even in the twenty-first century, I'm sure we won't stop multimedia devices to teach children the number of days in a month, for example. We'll still teach them "Thirty days hath September, April, June, and November."

Tomorrow's teachers will exploit many educational technologies (including our oldest memory boosters—meter and rhyme). That's not surprising. Even after the alphabet came to Greece, learning continued to take the form of conversation, as we know from the Socratic dialogues. When movable type came into use in sixteenth-century Europe, teachers didn't stop giving lectures.

The book is here to stay. After all, it's a very comforting and convenient form of expressing knowledge. I expect that in the year 2020, I'll still want one on my nightstand.

But print has very serious limitations:

Print is static. It can describe and illustrate mitosis, for example, but it can't animate the process of a chromosome dividing.

It's linear. It presents material in the same sequence, no matter what the reader's objectives, previous knowledge, or ability level might be.

It's fixed in time. Successful textbooks are typically revised on a three- to four-year schedule. It will be 1996 before some social studies texts get around to mentioning the disintegration of the USSR.

The textbook has a limited ability to engage. It's unsensory—a definite drawback in a world in which all of us (not just our media-crazed kids and students) receive much of our information in multisensory formats. And the textbook's attempts at interactivity—usually limited to questions at the end of the chapter—are primitive at best.

And as a knowledge base, it's very thin. If you want to know more about a subject, you can't get much further than a footnote and a bibliography.

That's why it's so important to add electronic media to the tools used in our classrooms. And believe me, we're trying. But the process isn't always as fast or smooth as we might like. The technology is always many steps ahead of the ability of schools and colleges to absorb and exploit it.

I'm not talking just about computers. It took 10 years to get the overhead projector from the bowling alley to the classroom. Chances are, the Bowlerama where your kids spend their Saturdays is still more sophisticated technologically than the classroom where they spend their Mondays.

In the past, industry people tended to blame the users. "Teachers aren't computer literate," they said. Other people argued, "Look at the test scores. Our kids aren't smart enough to make good use of computers."

But today, computer manufacturers are beginning to realize that it's time to stop blaming the users and to take another look at the machines. It's becoming clear that we humans are designed very well. In fact, we work effortlessly with computers all day long—automatic teller machines, entertainment systems, toasters, microwaves, VCRs and virtually any electronic device—as long as its interface is efficient enough to become virtually transparent.

It's the machines that have to get smarter. By smarter, I mean they must become more capable of interacting in ways that make sense to people. I mean more capable of manipulating knowledge—marking it, analyzing it, recombining it, updating it—without lots of arcane instructions.

And that's happening. In the last decade we've come a fair distance by introducing computer-assisted instruction into many classrooms. Today we're moving rapidly toward a new era of educational technology. The next step—it's really a leap—is toward Mediated Learning Systems.

Mediated Learning Systems will link assessment with instruction on an hour-by-hour, or even a minute-by-minute, basis. All students need feedback and reinforcement, especially those with little experience with academic success. But the timing has to be right. You have to seize the "teachable" moment.

By taking advantage of modular design, the networked instructional system of tomorrow will allow this kind of just-in-time coaching—and to do so, it will make extensive use of multimedia.

Picture this: A student sitting at a workstation tries to solve a quadratic equation and gets it wrong. Within seconds, she is shown a three-minute video that takes her through the process of solving that equation or a similar one. Then she tries again.

This scenario isn't science fiction. By using local area networks, today's students who work at different computers can share access to digitized video presentations. And within two years, a workstation with these capabilities should be available at a reasonable price, supported by a wide variety of software.

We've got a ways to go before computers are an integral part of the classroom. But getting from here to there should be exhilarating.

Information Technology

TECHNOLOGY UPDATE

- On-line service links education students with their campus
- Number of computer-science professors did not rise last year
- Computer shows link between melanin and ability to see light

The University of San Francisco is using a commercial on-line data-base service to allow students who do not live on the campus to communicate with each other and with their professors.

With the service, called America Online, students in the School of Education graduate program have begun sending messages, transferring files back and forth, and holding conferences, says William T. Garner, professor of education and director of the Center for Instruction and Technology.

Grant W. Balkema, an associate professor of biology, has tested animals and humans for light sensitivity. The tests are conducted by flashing progressively more powerful beams in front of a subject until the light is strong enough for the subject to see.

In mice, rats, and rabbits, he says, the tests use a fine wire linked to single cells in the brain, and results are gathered by a computer. In humans, subjects press a control pedal when they see the light.

In all tests, says Mr. Balkema, the computer measures responses, interpolates data, and does calculations, altering the testing conditions as subjects respond to the stimulus. "This is all happening so fast, it couldn't be done without a computer."

For more information, contact William T. Garner, School of Education, University of San Francisco, San Francisco, Calif. 94117; (415) 666-6471; GARNER@ALM.EDU.

Last year, for the first time in more than two decades, the total number of faculty members in departments that offer doctoral degrees in computer science did not increase, according to an annual survey by the Computer Research Association.

The survey found that 71 of the 137 degree-granting departments in the United States and Canada did not hire any professors last year. The report of the survey speculated that financial problems might be to blame. Or, since the field has matured over the last 20 years, further growth may be unnecessary.

The computer-science departments awarded 862 doctorates last year, an increase of 17 per cent over the previous year. Of those degrees, the survey said, 394 went to Americans, 50 to Canadians, and 384 to candidates from other countries. The nationalities of the remaining recipients were unknown.

Only 113, or 13 per cent, of the doctoral degrees were awarded to women. Nineteen went to Hispanics and seven to blacks.

The survey, which tracked 743 of the new doctorate holders, found that about 42 per cent remained in academia, 39 per cent found employment in industry, and 3 per cent went to work for the government.

For more information, contact Dorothy Marsh, administrative assistant, Computer Science Department, Upson Hall, Cornell University, Ithaca, N.Y. 14853-7501; (607) 255-2000.

Grant W. Balkema, Biology Department, Boston College, Chestnut Hill, Mass. 02167; (617) 552-8000.

—DAVID L. WILSON

Briefly Noted

■ Carnegie Mellon University has awarded the first six degrees in its new master's program in software engineering. The program was established in 1989 by the School of Computer Science and the Software Engineering Institute.

■ Students at Pace University may obtain their grades for the last three semesters over the telephone by using a new computerized voice-response system, "Dial a Grade." The system handles about 7,000 calls a day for a brief period last month at the end of the first semester.

■ The *Public Historian*, a quarterly journal of research and opinion on public history, has published a special issue on preservation technology. The 180-page publication is available to institutions for \$11.25 and to individuals for \$8 from the University of California Press, 2120 Berkeley Way, Berkeley, Calif. 94720; (800) 822-6501 or (510) 642-4262.

■ "The Computer and the Computer: An Interview With John Kennedy," a videotape made for EDUcom's 1991 conference, is available for \$20 from Angela Kozup, Computing Services, 6028 Kiewit Computation Center, Room 118, Dartmouth College, Hanover, N.H. 03755-3523; (603) 646-2643. Make checks payable to Dartmouth College.

For more information, contact

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Information Technology

A Computer Keyboard for People With Disabilities Wins an Award

By DAVID L. WILSON

WASHINGTON

A computer keyboard has won first prize in a nationwide search conducted by the Johns Hopkins University for computer-based technologies to assist people with disabilities.

Arjan S. Khalsa, a former curriculum developer at the University of California at Berkeley, received the \$10,000 prize for his device, called the *Unicorn Smart Keyboard*. The judges, who selected the winner from among 30 finalists, announced the award here this month.

800 Contestants

The year-long competition drew entries from nearly 800 contestants from across the country. It was directed by Paul Hazan, assistant to the director for advanced computer technology at the Applied Physics Laboratory, and was supported in part by the National Science Foundation.

The university held a similar contest 10 years ago. "Many of the technologies recognized in the



Arjan S. Khalsa with his *Unicorn Smart Keyboard*. It won, he says, because it is inexpensive, flexible, and has business applications.

1981 search are in widespread use today," Mr. Hazan said. "We hope that this year's winners will also make a contribution to our society."

The *Unicorn* keyboard is designed to be used in conjunction with a standard computer keyboard, said Mr. Khalsa, who is president of *Unicorn Engineering Inc.*, a computer hardware and software design company in Richardson, Calif.

The flat keyboard has 576 sensors embedded in it. Plastic sheets, called overlays, with specially designed pictures or icons fit over the keyboard, which automatically programs, he said.

The *Unicorn* won the competition, Mr. Khalsa speculated, because it meets the needs of many people with different kinds of disabilities. It has business applications as well, he said.

The device is relatively inexpensive. It sells for under \$400, while comparable systems sell for as much as \$1,500, and can be connected to almost any personal computer.

COMPUTER SOFTWARE

The impact of The FirstSearch Catalog on Humanities scholarship is nothing short of a revolution. Online, computerized access from the scholar's office to the world's libraries, archives and publishing concerns expands teaching and research opportunities enormously. It allows research and study to be completed in one-tenth of the time of earlier means. The expanded range of materials and the speed with which sources can be utilized help build a far richer body of knowledge than anyone could have imagined.

G. Michael Riley
Dean, College of Humanities
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Corporate
Marketing Pages



By Daniel T. Layzell

STATE GOVERNMENTS provide substantial support for higher education every year—\$40 billion in fiscal 1991 alone, according to the National Conference of State Legislatures.

That represented 13.5 per cent of states' spending from their general funds, a proportion second only to the 35.5 per cent spent on elementary and secondary education.

And although states finance some student-aid and other grant programs that assist both public and private institutions, the lion's share of states' spending on higher education goes to operate their public colleges and universities—about \$38.3 billion in fiscal 1991, according to a study by Research Associates of Washington.

Thus it is not surprising that at a time when many states' economies are troubled—and demands on their public health and welfare programs are increasing dramatically as a result—the issue of faculty members' workloads at public colleges and universities is being examined anew. At least five states are actively looking into the issue.

As states explore ways to do more with less, policy makers are looking at all areas of state government for examples of non-productivity or low productivity. Given the fact that the real (inflation-adjusted) cost per student in public universities increased during the 1980's, policy makers already were concerned about whether students were getting a quality education for the money spent.

Despite recent moves by some institutions to increase their emphasis on teaching, many state legislators and policy makers believe that faculty members at public

Tight Budgets Demand Studies of Faculty Productivity

colleges and universities care little about undergraduate education, especially education at the freshman and sophomore levels. Faculty members are viewed as being more concerned with graduate education and their research, publication, and other professional activities.

The use of graduate assistants to teach many sections of lower-division courses has done little to reduce this perception. Although this may happen most frequently at the major public research universities, which typically enroll large numbers of undergraduates, the stigma attaches somewhat to all public higher education.

In general, full-time faculty members are found to work 50 to 65 hours a week, with approximately half of their time devoted to instructional activities such as preparing for classes, grading papers, and administering tests. A recent report by the National Center for Education Statistics, "Profiles of Faculty in Higher Education Institutions, 1988," indicates that in fall 1987, full-time faculty members at all institutions worked an average of 53 hours a week and spent 56 per cent of their time in instructional activities.

In past years, some states have developed statutory requirements regarding faculty members' teaching loads at public institutions. Florida, for example, has a statute that requires full-time, state-university faculty members whose salaries come wholly from state funds to teach a minimum of 12 "classroom contact" hours a week. Legislation enacted in New Mexico in 1990 requires each of the state's public colleges and universities to submit an "annual report card" that must include, among other things, the percentage of lower-division courses taught by full professors and the number of hours, per student, that faculty members spend advising stu-

dents each semester. Both of these examples reflect state policy makers' perception that faculty members should spend more time in instructional activities.

Given that states' fiscal pressures are not likely to abate any time soon, concerns over faculty workloads probably will be present throughout most of the 1990's. Although mandatory provisions may not be the best way to deal with the issues of undergraduate education or faculty productivity, fiscal pressures and frustration among state policy makers over a perceived lack of concern with quality education make statutory requirements a realistic possibility for more states in years to come.

FACED WITH TIGHT FINANCES, state governments are concerned with achieving the highest quality "outcomes" possible in the main areas of faculty activity, that is, instruction, research, and public service. An analysis of faculty workload is the logical starting point in assessing productivity and effectiveness.

So what does this mean for public higher education? A rash of student contact-hour studies or workload analyses that show that faculty members work an average of 50 to 65 hours a week? Or mandated workloads for faculty members? This could be the case, if past history serves as a model. However, the current situation could present the opportunity to both state policy makers and higher-education leaders to examine in a more fundamental way how the business of higher education is conducted. We need to take what is known about faculty workload and determine if there is a more effective and

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efficient way to operate our colleges and universities.

American higher education, both public and private, is at a financial watershed. The real cost per student continues to rise, the value of state and federal funding is declining, and tuition has increased faster than inflation for the past several years to compensate, presenting financial barriers to increasing numbers of students.

POLICY MAKERS and the general public increasingly view colleges and universities as organizations with infinite desires in a world of finite resources. A lengthy "wish list" is not necessarily bad in and of itself; there are always more useful things to be done. Unfortunately, higher education can no longer afford to be all things to all people. Some public colleges want to add new programs and expand existing ones without making comparable reductions in other areas of their operating budgets.

The current fiscal and political realities suggest that higher education needs to re-evaluate its priorities. Specifically, public colleges and universities need to set institutional priorities and make value judgments about specific academic programs, reallocating resources to invigorate the higher-quality, higher-priority programs. This is the heart of the increasingly popular concept of "growth by substitution."

Of course, this requires a somewhat pointed institutional self-assessment.

Institutions need to examine, for example, whether faculty members are spending their time on activities that coincide with institutional priorities or whether some faculty members might be more effective in programs other than their current assignments. Although these questions may anger some, the answers provide a basis for dealing with productivity issues in a time of tight budgets, while addressing the need for quality.

The autonomy of public higher education is an important tradition that should be maintained. However, because of the substantial investment that states have made in their public colleges and universities, policy makers have the right and responsibility to know, among other things, how faculty members at state institutions spend their time and to demand efficiency and effectiveness in all areas of colleges' operations. This includes the opportunity to provide advice to public colleges and universities on their missions, priorities, and future objectives. Such a role need not mean micromanagement by states of their systems of higher education.

Colleges may be able to negotiate more flexibility in allocating state appropriations, freeing themselves from some bureaucratic restrictions, with the understanding that states will have specific expectations and will closely monitor promised improvements.

Facing continued pressures to be more productive and effective, colleges and universities should be looking for creative solutions to address such concerns. Documenting adequate productivity and quality in teaching, research, and public service—and establishing bases for measurement and evaluation—are gargantuan tasks that will require much cooperation and patience from college administrators and faculty members, as well as from state-government officials. But the task must be undertaken, and understanding the dynamics of faculty workload is the first step in this long process.

Daniel T. Layzell is a research and fiscal analyst for the Arizona Joint Legislative Budget Committee.

Talking Heads From Academe: Avoiding Pitfalls

Continued From Page B1

to counter Iraqi aggression required clear understanding of the likely reactions of this strongman. But the misperceptions concerning "the madman of the Middle East" were so widespread that I determined, in consultation with university officials, that it was important for me to be fully responsive to media inquiries so that I might play a clarifying role.

If the media preoccupation with the persona of Saddam felt like an insatiable hunger after the invasion, it became a virtual feeding frenzy after the air war began. When the bombardment of Iraq started on January 16, 1991, the major television networks suspended conventional programming and went to full-time coverage of the war. Millions of citizens were glued to their television sets for this first war covered "live." The full-time coverage led to a quantum leap in the need for academic experts. Because the little-known Saddam seemed to have the world by the throat, the ability to communicate useful insights about him was highly prized. During the course of the crisis, I was to give more than 200 interviews to journalists from the electronic and print media.

On the afternoon of January 16, I was lecturing to my class in political psychology on the topic "When Personality Affects Political Behavior." Near the end of the class, I discarded my lecture notes, telling the class that I was convinced by the next time we met, we would be at war. The best way I know to illustrate the subject under discussion, I said, was to present my profile of Saddam Hussein. Ironically, that was about the same time the bombs began to fall on Baghdad. The class was interrupted soon by a call from NBC. Ultimately, I would do a dozen radio and television interviews that night and the next day.

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I RECALL sitting in the NBC studio that evening with a group of commentators whom I would get to know well during the crisis. What is the collective noun, I wondered, for a group of media experts? A babel of talking heads? A pontification of pundits? A pomposity of experts? I saw the assignments editor frantically dialing a telephone to recruit another expert for what promised to be a long night.

"Calling another talking head?" I asked.

"Here at NBC we refer to this exercise as Dialing for Demagogues," she replied.

The difficulties that academic experts face in not sounding simplistic and in avoiding trivial and facile generalizations in media interviews are considerable. The problems arise, for the most part, from time constraints. One cannot provide a complex analysis in a series of 28-second sound bites. But responsible, and I emphasize "responsible," journalists wish to get the most from their academic experts.

Before broadcast interviews, there will usually be a pre-interview with the academic expert. If one is not scheduled, the scholar can and should suggest one. In the pre-interview, the academic should actively assist the interviewer or production staff in preparing for the interview. I learned to interview the interviewer to ascertain which aspects of Saddam were of particular concern given the political events of the moment, and to suggest a line of questioning that would elicit the relevant analysis.

Moreover, the scope of the interview and some ground rules should be carefully

delineated. Thus, several times I informed a production staff that I would be glad to discuss any aspect of Saddam's political persona and decision making, but that I did not want to discuss President Bush's psychology and decision-making style. Instead I would suggest a colleague who had studied the Presidency, saying he could provide that type of analysis.

Not all of the journalists whom I encountered were responsible, however. Some actively tried to force extreme words into my mouth to make a dramatic story. Others would take a remark out of context, distorting its meaning. One particularly egregious example involved Iraq's taking of male U.S. prisoners of war. There was widespread concern that they would be tortured and abused by the Iraqis, as the male row's had been.

Interviewed on this topic by a national newspaper, I indicated that the fears were probably unfounded. I said that while Saddam seemed to be sticking his thumb in the eye of the civilized world with his maltreatment of the POW's, manifestly violating the Geneva convention on treatment of prisoners, I also observed that he cherished his reputation for being a leader in the Arab

pride—and acute discomfort—shortly after my television interview, I began to receive hate mail, some of it threatening. As Saddam achieved heroic status among the Palestinians, an unflattering psychological portrait of Saddam was seen by some as an attack on Palestinian nationalism.

AN UNEXPECTED, but positive, aspect of the widespread media attention was the opportunity that it provided to influence the debate among Washington policy makers and to contribute to senior government officials' understanding of the complexities of the personality and political behavior of the Iraqi president. For example, my news-media interviews led Congressional staff members to invite me to present my profile of Saddam at hearings on the Gulf crisis. Unlike the constricted "sound bite" windows of television, this allowed me to present a nuanced analysis and address the complexity of Saddam's personality, as well as to answer specific questions from members of the House Armed Services and House Foreign Affairs Committees.

Further, a senior Department of Defense official who had heard me interviewed on National Public Radio's "Weekend Edition" invited me to meet with his senior Middle East analysts, who were attempting to project the future course of the conflict and Saddam's likely responses. I thought it was ironic that the consultation was sought not because of my 21 years of experience developing such analyses for the U.S. government, but because of some interesting comments in a radio interview. On a number of other occasions, my views were sought by officials and analysts at the State and Defense Departments.

Thus, regardless of the pitfalls, academics should remember that the media have a continuing effect on government officials and provide opportunities to influence policy making. The Cable News Network, for example, is regularly monitored in government offices and is often the first source of news during a crisis; it also is monitored by the major networks. Despite the heady opportunity that might be provided by interviews in the news media, academics must remember how important it is not to offer commentary beyond their areas of expertise.

But if one avoids these temptations, important contributions can be made, in enhancing public understanding and, possibly, influencing the policy debate. A particularly wide gap exists between academic and government officials who determine national-security policy; scholars regularly lament their inability to penetrate the classified curtain and provide useful consultation. While that barrier assuredly exists, the media do provide an indirect channel to policy makers, which may in turn become a direct channel.

This principle extends beyond matters of national-security policy. By reframing questions and offering a different perspective in interviews with the news media, scholars from many disciplines may be able not only to educate the general public but also to generate opportunities to contribute to government policy making. But sound opportunities to contribute can develop only if scholars avoid facile generalizations and work closely with journalists to insure that they can make appropriate and thoughtful contributions, not simply provide quotes useful for "sound bites."

Jerrold M. Post is director of the Political Psychology Program at George Washington University, where he is professor of psychiatry, political psychology, and international affairs.

OPINION

LETTERS TO THE EDITOR

The Quarrel Over Feminist Philosophy Continues

TO THE EDITOR:
I was quite astonished by the portrait of myself that emerges from Scott Jaschik's January 15 articles on Christina Hoff Sommers ("Philosophy Professor Portrays Her Feminist Colleagues as Out of Touch and 'Relentlessly Hostile to the Family'" and "Row Over an Unpublished Article Illustrates the Enmity in the 'Political Correctness' War"). I've been caught in not one but three distorting mirrors, to wit:

Distortion No. 1. Mr. Jaschik gives a distorted account of my correspondence with *The Atlantic* in regard to Sommers; moreover, he comes close to slandering me by suggesting that I lied when asked about this correspondence. Here is the truth: Two years or so ago, when I learned that Sommers was being considered or had been commissioned (I wasn't sure which) to write an article for *The Atlantic* on academic feminism, I wrote to a William Whitworth, listed as the editor, objecting to this choice. The gist of this letter, though expressed in a more formal and restrained way, was this: Asking Sommers to write a piece on academic feminism was like sending a goat to guard cabbages. I charged Sommers (and charge her still) with a refusal to engage the arguments of those with whom she disagrees. I charged then (and have only been confirmed in my belief since) that she ignores the most elementary protocols of philosophical disputation: These I understand to be (a) the accurate rendering of the arguments one wishes to attack; (b) the pinpointing of the flaws in these arguments, if flaws there are; and (c) which is optional, the offering up of counterarguments of one's own.

Now Sommers does none of this; she has mastered a style of rhetoric which relies not on rational argument or on presentation of counterargument, but on ridicule, quotation out of context, and gross distortion or oversimplification. I told *The Atlantic* that her style resembled more *The Dartmouth Review* than the *Journal of Philosophy*, moreover that her aim was not to engage in good-faith philosophical disputation but to discredit the entire field, this in line with the general backlash strategy of the National Association of Scholars.

Shortly after I sent this letter, I was called by, I believe, Mr. Whitworth. He questioned me closely about my reading of Sommers's intentions and asked me a number of

incisive questions about feminist philosophy in particular and feminist theory in general. I was invited to continue the correspondence. On June 25, 1990, I wrote a second letter. Your reporter, who is anxious to pinpoint disparities between what he claims I said to him and what I wrote to *The Atlantic*, omits all mention of my second letter. I quote verbatim from this letter: "I greatly admired your pro-con piece on abortion in the April 1990 issue of *The Atlantic*. Given the extreme contentiousness of Sommers's attacks on other thinkers, a presentation of both sides of this debate might be appropriate."

Most readers of *The Atlantic* are not in a position to examine primary sources in intellectual controversies; they read *The Atlantic* because they trust it to present them with balanced and accurate accounts of such controversies. Now, in my view, Professor Sommers not qualified to present these readers with a balanced view of academic feminism, hence the implication of the first letter: "To preach . . . a feminist code of sexual correctness would be a futility—and a cruelty" (Page 61). Elsewhere, I discuss the potential social divisiveness of the idea of sexual "correctness." I hope that any reader who wants to get at the truth of these charges and countercharges will read what I wrote and then read what Sommers says I wrote. Sommers's misreading I can only take to be a resolute attempt to portray me as a commissar.

It is important for the readers of *The Chronicle* to understand why this quarrel among philosophers has become so bitter and why it is not being played out in places where philosophers usually quarrel, but in the mass media. The anger that Sommers provoked is not due to the fact that she holds different opinions than do philosophers of feminism. Many people reject our ideas. Moreover, anyone who has been around academics for any length of time knows how rare it is for philosophers to agree on anything! Listen: Disputation is mother's milk to us. The game is a tough one; Sommers provokes because she doesn't play the game—entering the rough-and-tumble world of feminist disputation (Sommers claims to be a feminist)—is one thing; the deliberate attempt to bring the entire enterprise into disrepute is another. The difference is clear to me; I hope it will be to others as well.

Distortion No. 2. I offer in evidence an example of the way in which Sommers distorts the views of those she wants to discredit. In a piece that appeared recently in *The Journal of Social Philosophy*, Vol. XXII, No. 1, Spring 1991, Sommers goes after—for the first time—me. She cites from my essay "Feminine Masochism and the Politics of Personal Transformation" (in my *Femininity and Domination: Studies in the Phenomenology of Oppression*, 1990) what, in context, even a simpleton can see is a joke. I say, "A thorough overhaul of desire is clearly on the feminist agenda: the fantasy that we are overwhelmed by Rhet Butler should be traded in for one in which we seize state power and re-educate him." The humor arises from the juxtaposition of the high-campiness of *Gone With the Wind* with the moribund rhetoric of Marxism-Leninism. Sommers takes my joke to be the articulation of a serious political project: By the end of her



THE CHRONICLE OF HIGHER EDUCATION

"No. These are for two different courses. Political Science 201 explains how the government manipulates the media. Journalism 201 explains how the media manipulate the public."

which pointed out the extraordinary lengths some of these women were prepared to go to shape all discussion in which they had an interest." Mr. Curtis appears to have lost all sense of proportion. "Extraordinary lengths"—did I place a bomb under his desk? Attempt blackmail? Did I give his name to Thelma? Or to Louise? Extraordinary lengths indeed: I wrote a letter, right, a letter (actually two letters, but it suits his purposes to ignore the second). I have no power to censor *The Atlantic*. I would not want to live in a society where anyone had such power. Mr. Curtis or Mr. Whitworth were free to check out my charges against other professional estimates of Sommers's style, professional ability, and intentions of Christina Hoff Sommers.

In my view, she does feminism a great disservice, particularly when one considers that feminist philosophy is a wide field. . . . And I am offended by Ms. Sommers's assertions that "gender feminists" (whatever they may be, this terminology implies "all") to many reader wish to "abolish the traditional family"; have "taken over women's-studies departments"; are a "powerful cult" (terminology that inspires visions of Maenads and esoteric ritual); and are "the establishment in higher education."

Distortion No. 3. The Chronicle quotes C. Michael Curtis from *The Atlantic* (whatever happened to Mr. Whitworth?) as saying that my letter seems "to confirm some of the dark aspects of Ms. Sommers's article." Most of the feminists I know in academe have families; appreciate sympathetic, intelligent people of both sexes; are obstructed in their scholarship because women's-studies departments are often underfunded and devoured within the academy; and are many, many leagues from being part of the "establishment" in higher education. In fact, most feminists are exploring ways in which the "establishment" may be examined, questioned, and modified to help insure greater equality and tolerance for the myriad voices that compose our intellectual heritage.

Comments such as these simply underscore Sommers's contention that many academic feminists, either when confronted with logical argument or asked in a public setting to intellectually defend their bizarre views, resort to *ad hominem* attacks. These attacks, far from dismantling Sommers's arguments, merely assault her character.

This must be particularly embarrassing for those academic feminists who happen to be philosophers, since they ought to know better. That is, they have studied logic on the graduate level, and they know that personal attacks and name calling are fallacious forms of argument that have no place in academic debate.

TO THE EDITOR:
Concerning the article on Christina H. Sommers, Sandra O. Harding is quoted as saying of Ms. Sommers's

writing, "This has a chilling effect on young scholars when they can expect that leading opinion journals will ridicule people's scholarly work." Does this mean that these scholars will be inhibited from making outrageous statements or publishing political manifestos under the guise of scholarship? That they will have to write carefully in order to avoid the risk of being misconstrued or ridiculed? Sounds good to me.

OPINION

Peter Wolfe, Professor of Mathematics, University of Maryland at College Park, College Park, Md.

writing, "This has a chilling effect on young scholars when they can expect that leading opinion journals will ridicule people's scholarly work." Does this mean that these scholars will be inhibited from making outrageous statements or publishing political manifestos under the guise of scholarship? That they will have to write carefully in order to avoid the risk of being misconstrued or ridiculed? Sounds good to me.

Only this, not "exposes on the myth of the undeserving poor," will change the public perception of the poor as morally deficient.

MARK L. DIETZ
Staff Scientist, Chemistry Division
Argonne National Laboratory
Argonne, Ill.

Black colleges and the role of NAFO

TO THE EDITOR:
After reading your article of January 15, "Black-College Presidents Plan a 'Summit' Amid Displeasure With Lobbying Group," you give the distinct impression that there is a group of presidents who are dissatisfied with the National Association for Equal Opportunity in Higher Education and its president, Samuel L. Myers.

If, as Mr. Myers states, the poor do want to be in middle class as everyone else, many of them must first recognize that the above behaviors do not constitute an acceptable re-



THE FRESHMEN IN ENGLISH 103 ARE STUNNED BY THE CREATIVITY OF THE BRONTE SISTERS

THE CHRONICLE OF HIGHER EDUCATION

history is whatever we wish it to be. On the other, the labeling suggested that there was a true history of the American West, and it was a shameful one.

Both of these views make some sense, but they do not fit together. When the labeling was, in addition, hectored and landed with immundo ("What one doesn't see in this painting . . ."), it positively got in the way of appreciating the exhibit itself.

Mr. Wallach is persuasive, however, in his praise of "The Catskills," an exhibit at the Hudson River Muse-

um.

My reason for being disturbed with the headline of the January 15 article is that there is no reason whatsoever to link the two matters. The proposed discussion on a summit was designed to secure input from presidents and chancellors on educational-policy issues facing African Americans and how the historic contributions of historically black colleges and universities could be broadened and supported. There was no semblance of a plan to discuss associational matters, and in no way was Dr. Myers a subject. We expected his support and involvement, if the idea proved to be desirable . . .

JOSEPH B. JOHNSON
President
Talladega College
Talladega, Ala.

TO THE EDITOR:
I write to express my deep concern regarding the inferences presented in

the article of January 15, "Black-College Presidents Plan a 'Summit' Amid Displeasure With Lobbying Group." I am appalled that *The Chronicle* would print a story with implications so far removed from the facts. I was present when the summit was proposed a year ago, and I know for a fact that there is no connection between the NAFO/AEOP issue and the proposed "summit."

For the sake of fairness and in due respect for all of the parties concerned, particularly Sam Myers, the record should be cleared. Any NAFO matters are appropriately addressed by its board and membership. I would not be a party to any outside event or agency which would purport to meddle into NAFO's internal affairs.

NORMAN C. FRANCIS
President
Xavier University
New Orleans

MÉLANGE

The Canon and New Voices; Cultural Differences of the Japanese; Words in Poetry and Sculpture

TO THE EDITOR:
The CANON SHOULD BE SHAPED by the necessity of joining worlds and cultures and should have us learn how to live more fully and intelligently upon this earth. It should never compromise those great works which have stood the test of time and generations. At the same time, it should be ever receptive to new voices, new ways of seeing the world, new visions of humankind, new directions to global understanding.

TO THE EDITOR:
In her criticism of Christina Hoff Sommers's critique of feminism, Alison M. Jagger calls Sommers "parasitic. She is sniping from the sidelines, taking things out of context, and attacking people. She doesn't have any positive views to put forward." Sandra Lee Barkley claims that Sommers is "aligned with the National Association of Scholars and she shares their agenda, which is to do away with women's studies, black studies, multiculturalism, etc."

TO THE EDITOR:
Most of the feminists I know in academe have families; appreciate sympathetic, intelligent people of both sexes; are obstructed in their scholarship because women's-studies departments are often underfunded and devoured within the academy; and are many, many leagues from being part of the "establishment" in higher education.

TO THE EDITOR:
Comments such as these simply underscore Sommers's contention that many academic feminists, either when confronted with logical argument or asked in a public setting to intellectually defend their bizarre views, resort to *ad hominem* attacks.

TO THE EDITOR:
Ms. Sommers says of her critics, "Instead of making a good-faith effort to respond to my arguments, they resort to name-calling." Perhaps she should examine the cracks in her own glass house.

TO THE EDITOR:
Concerning the article on Christina H. Sommers, Sandra O. Harding is quoted as saying of Ms. Sommers's

response to poverty in the eyes of many. Certainly, as Mr. Myers indicates, an effective way of eliminating "poverty-related behavior" would be to eliminate poverty. I would argue, however, that the public support necessary to do so will not materialize until there is a substantial reduction in poverty-related behavior.

TO THE EDITOR:
I read with great interest Herbert J. Guns's recent Point of View column, "Fighting the Blues Embedded in Social Concepts of the Poor" (January 8). Several of Mr. Guns's points are well taken. Indeed, this nation's

history is whatever we wish it to be.

TO THE EDITOR:
Akio Morita, chairman of Sony Corporation, in the winter 1992 issue of *New Perspectives Quarterly*

I WENT to Black Mountain College where I confronted a lot of poets. We were required to do considerable reading there, and I'd find a word I liked because of the way the letters formed around it, and I'd write it down. Then I'd put some of these words together. It was one of my first moves as a poet.

TO THE EDITOR:
As a sculptor I began keeping lists of words that caught my eyes, words that looked good, with a lot of s or r's, or made puns. Recently an assistant, as part of her job, would collect words for me. She'd write them down, put them in a book. But always, I'm the final editor. I also have a big box of cards with a word on each. I offer you the box and you select two or three cards. We get a title. *C'est What, Disguise the Limit, Rococo Gigolo, Debonair Apache, Trinomato Poodle* are all titles from the book or box of cards that I've, perhaps, changed and rearranged.

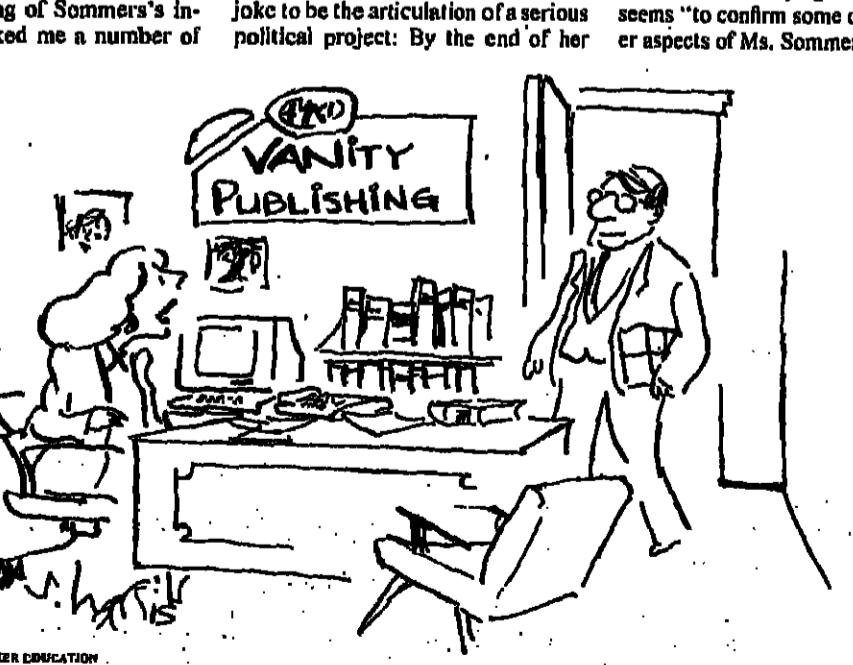
I like certain words together regardless of meaning.

TO THE EDITOR:
John Chamberlain, sculptor, In the February issue of *ARTnews*

TO THE EDITOR:
CHARLES A. MILLER
Chair of Program in American Studies
Lake Forest College
Lake Forest, Ill.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.



"I can tell by the way you're walking here that we're going to love your book."

On the one hand, the texts suggested there was no true history—revisionist or any other kind—because

the problem with that exhibit was not that it did not have masterpieces or that it had artifacts juxtaposed with paintings. The problem was with the wall texts. They were trapped by the illogical blend of two contemporary intellectual stances.

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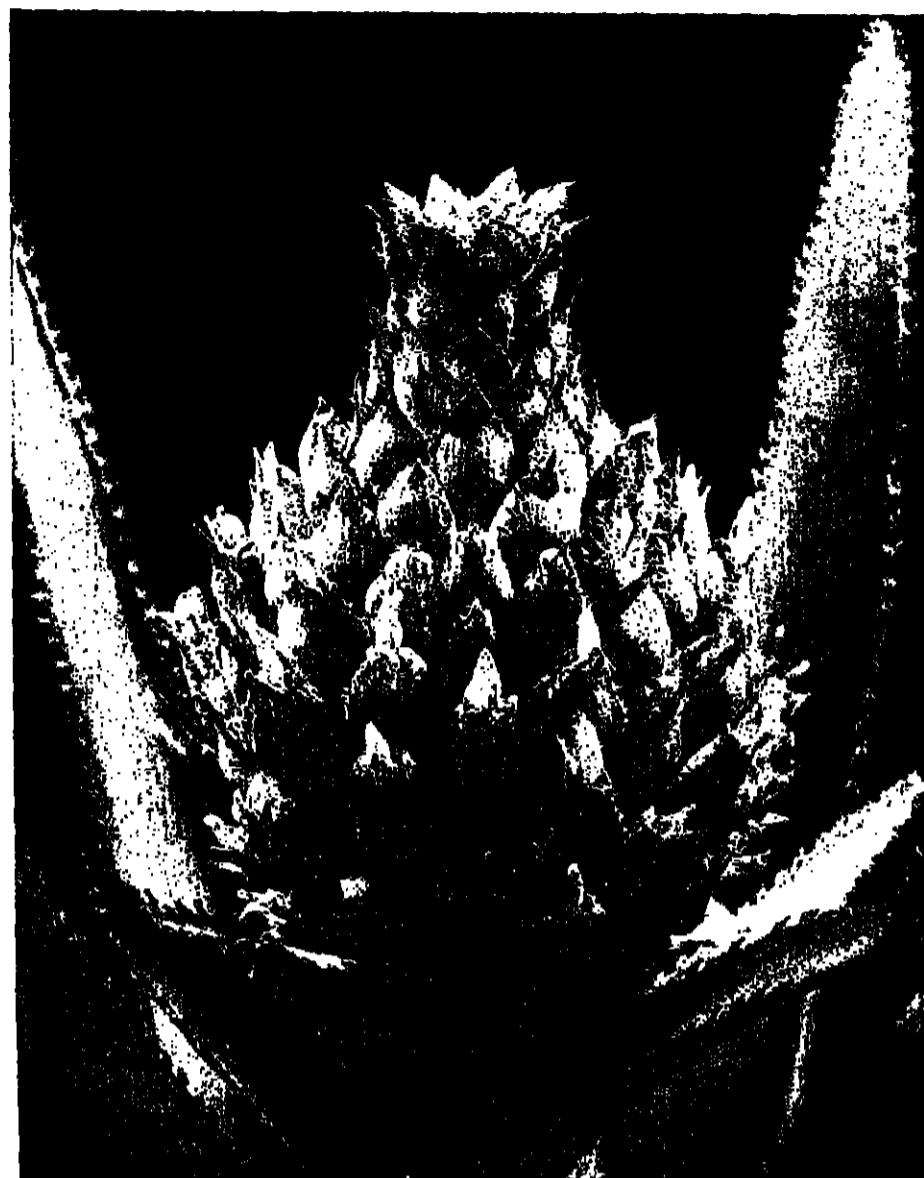
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Pitcher plant, *Nepenthes sanguinea* LindleyPrickly pear cactus, *Opuntia stenyl* EngelmIris, *Iris versicolor* L.Pineapple in flower, *Ananas comosus* (L.) Merr.

Courtesy and photo of Harvard College Photolab, Phillips Library

SPECIAL COLLECTION

Breathing Life Into Glass Flowers

At a Harvard museum, 3,000 models created between 1887 and 1936 help teach botany

By Zoë Ingalls

WHERE are the glass flowers?" is one of the questions most commonly asked by visitors to Harvard University's Botanical Museum. That's not surprising—the beauty of the museum's glass models has drawn visitors from all over the world.

What is surprising, says Susan M. Rossi-Wilcox, is how often the question is asked by people standing in the middle of the exhibit space surrounded by cases of glass flowers.

"People refuse to believe that they are made of glass," she says.

Glass is shiny. Glass is hard. Glass is not tender like water-lily petals. It is not fuzzy like the fine curving hairs of a violet's roots. Glass does not twist and curl and creep and hover like the quivering tendrils of a luffa vine.

For Ms. Rossi-Wilcox, a botanist who is curator of the collection, glass embodies all of those things and more. While the models were intended to be "aesthetically pleasing and to bring people into the museum," their primary purpose was to help teach botany, she says. As such they had to be as accurate as possible. In nature, accuracy sometimes dictates imperfection.

In the exhibition hall, where aged floors creak comfortably underfoot, Ms. Rossi-Wilcox pauses in front of a case of apricots, peaches, and plums. Side by side with exquisite models of branches in full flower and pristine examples of ripe fruit are model after model of shriveled, shrunk fruit, their leaves covered with brown blotches. It's part of a series on plant diseases "we affectionately call the rotten fruit," Ms. Rossi-Wilcox says. Students—the models are still used in introductory biology classes at Harvard and some

neighboring colleges—are able to see in graphic detail the effects of brown rot disease on *Prunus armeniaca* (apricots) or of parasitic fungi on *Prunus persica* (peaches): "the center of the peach showing the soft rotting resulting from the grayish, fuzzy growth of *Botrytis cinerea*," says a card.

"They really, truly look rotten," says Ms. Rossi-Wilcox, with a note of satisfaction.

Just across the aisle she points to a series on the microscopic structure and life cycle of various "lower plants"—fungi, mosses, ferns, and liverworts. A model showing an oosphere, or egg, of one of the brown seaweeds (*Fucus vesiculosus*) magnified 60 times "teems with tiny spermatozooids as it is washed about in the sea," the display notes say. It looks like nothing so much as a large, translucent ball of candy swarming with voracious ants.

On the other side of the room is a series of still lifes that illustrate how insects pollinate plants. In one, a bee the size of a large hamster (magnification 11 times) neatly tucks his proboscis into the throat of a yellow oxalis.

For the most part though, the plant models are life size and look as if they were recently plucked, roots and all, from the nearest garden. Separate models arranged around the model of the whole plant show in larger-than-life size the most significant plant parts, including stamens and pistils, ovaries in cross sections, and longitudinal and transverse sections of seeds and pods—"everything a botanist would need to be able to identify that plant," Ms. Rossi-Wilcox says.

The glass flowers, known formally as the Ware Collection of Blaschka Glass Models of Plants, were created between 1887 and 1936 by Leopold Blaschka and his son, Rudolf.

Bohemian glass workers who lived in Germany. The collection contains some 840 species of plants, from "all of the major plant families," Ms. Rossi-Wilcox says. In addition, the collection reflects the interest of the museum's founders in economic botany with a focus on such commercially important plants as tea, coffee, and rice.

In all, the Ware Collection comprises nearly 3,000 glass models. The collection was financed by Elizabeth Ware and her daughter, Mary Lee Ware, as a memorial to Elizabeth's husband, Charles E. Ware, an 1834 graduate of Harvard.

In an antiquated lecture room that doubles as a workspace, Ms. Rossi-Wilcox rummages through a cabinet. She says the models were important in providing "a year-round laboratory" for students.

She pulls out a large sheet of heavy white paper on which is mounted a faded, dried plant. Everything is "smushed together on this one plane," as she puts it. Without the glass models, students would have been forced to rely on such pressed herbarium specimens, or the clay, wax, or papier-mâché models then commercially available—none of them satisfactory in the mind of George Lincoln Goodale, the first director of the Botanical Museum and the guiding force behind the Blaschka plant models.

As much as possible, the Blaschkas worked from nature, using native specimens from their own extensive garden, augmented with indigenous New England plants grown from seeds sent by Goodale. They also relied on the botanical gardens in Dresden and other German towns and the greenhouse of a wealthy nobleman. In 1892 and again in 1895, Rudolf traveled to America, collecting and recording plants in New England, as far south as North Carolina, and as far west as California. He also went to Jamaica to study tropical plants.

"The Blaschkas were absolutely obsessed in getting the details right," Ms. Rossi-Wilcox says. She points to some models in the exhibit on insect pollination. In a series of four still lifes, a fly lands on a *lopezia* blossom, triggering a mechanism that causes the stamen to pop up and lightly dust the insect with pollen. The observer

willing to bend over and look at the underside of the tiny fly in the final model will find there a delicate coating of soft lavender granules.

Displeased with the color and other properties of the glass he bought, Rudolf began formulating his own glass. "Rudolf takes the glass working to an extreme," she says. "He was as much a perfectionist as anyone could be."

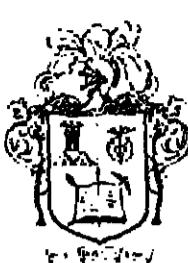
"The rotten-fruit series is really his triumph—he made all those colors."

The Blaschkas worked alone, without the help of apprentices, and jealously guarded the secrets of their model making. Bizarre rumors circulated about how they were able to create such lifelike models. Rudolf was known to have experimented with electricity, and one rumor held that he and Rudolf magically turned fresh flowers into glass by running an electric current through them.

She has sought advice from a variety of outside experts—there is no resident conservator—and hopes that the work will begin next year. In the meantime, with the help of a conservator from the Corning Museum of Glass, she does her own minor stopgap repairs.

Flowers that need immediate attention are laid out on long wooden tables in her makeshift workshop. On one table is a model of a branch of cleome in full bloom. Three or four of the flowers closest to the stem—those that would have blossomed first—are withered. They've been made that way intentionally, to illustrate "the various stages of maturity," Ms. Rossi-Wilcox explains.

She touches a flower with the tip of a finger. Ultimately, she says, what's impressive about the Blaschkas is their ability to "take this amorphous material and breath life into it." Even she finds it hard to believe that the flowers are made of glass.



UNIVERSIDAD
SAN FRANCISCO
DE QUITO

Universidad San Francisco de Quito
Quito, Ecuador

The University of San Francisco is a recently founded private institution in Quito, Ecuador. It has a well-rounded liberal arts curriculum recognized by several U.S. universities. It has a fast, new, and entrepreneurial attitude toward education. At present it has an enrollment of 650 students and 118 professors (50% with PhD or equivalent degree). The U.S.F.Q. has 160 personal computers, 25 thousand volumes in a totally automated library. The administrative, academic, registration, and library systems are totally computerized. The U.S.F.Q. will host the Third AAPAC (Association of Academic Programs in Latin America and the Caribbean) Conference, February 18 to 21, 1992.

The following faculty positions are open to applicants with a Renaissance attitude toward academics:

BUSINESS. Areas of Marketing and Business Administration. PhD or MS; knowledge of Spanish preferable but not necessary. Teaching, research, development, and/or consulting, help establish the Master's Program.

ART. Areas of Drawing and Painting, Graphic Design, and Advertising. Knowledge of Spanish, preferable but not necessary. Knowledge of latest software. Undergraduate teaching, consulting, and development.

LANGUAGES AND COMMUNICATIONS. Areas of Spanish, English, Speech and Communications, Journalism, PhD. Native speakers. Undergraduate teaching, ESL and ESL. Interests in writing and research.

PRACTICAL PHILOSOPHY. Teaching undergraduate course: An Introduction to Self-Knowledge based on the Gita, Buddha, Krishnamurti, Tao, etc., to incoming students and an Ethics seminar to upper division students. Minimum age, 30.

HISTORY. PhD; teaching of undergraduate courses: World History, Latin American Studies, research.

Other Positions available: To maintain its present growth, the University hires faculty continuously. It invites applications from other areas as well: physics, sociology, ecology, chemistry, art, painting, music, art history, oriental languages, architecture, computer science, finances, etc.

Salary according to qualifications, research abilities, entrepreneurial projects to be developed and/or consulting with private businesses. Applications will continue to be accepted until positions are filled. Send resume to: Universidad San Francisco de Quito, PO Box 17-12-841, Fax 593 2 438860, Telephone 593 2 458965, Quito-Ecuador.

SEARCH REOPENED

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ASSISTANT PROFESSOR OF SPANISH

Tenure-track position. In Spanish Linguistics. Assistant Professor. Fall 1992. Duties include teaching all levels of Spanish, language, including graduate Linguistics. PhD, required. All requirements for PhD must be completed by July 15, 1992. Native or near-native fluency required. Teaching experience required with Spanish Linguistics teaching experience preferred. Submit letter of application, up-to-date CV and three letters of reference by March 19, 1992:

Professor J. Hilpertluus, Chair
Search Committee for Spanish Linguistics
The University of Texas at San Antonio
Division of Foreign Languages
100 West N. Loop 410 W.
San Antonio, Texas 78240

UTSA is an AFFIRMATIVE ACTION, EQUAL OPPORTUNITY employer.

Minorities and women are encouraged to apply.

Auditorium Assistant Professor: twelve-month faculty position carrying a teaching load of 12 hours per week. Duties include the supervision of students in ensemble, one to two didactic courses each year and one to two recitals. Qualifications: completed Ph.D. or equivalent; master's considered. CCC-A; availability for Oklahoma State University; teaching experience as an instructor and supervisory experience. Position available June 1, 1992. Review of applications will be completed by March 15, 1992. Send letter of application and three letters of reference to: Glenda J. Shuster, Ph.D., Department of Communi-

cation Disorders, The University of Oklahoma Health Sciences Center, P.O. Box 6100, Oklahoma City, Oklahoma 73190. EOE/AA.

Biostatistics: Biostatistics, tenure-track position with an appointment in the Departments of Biology and Chemistry/Physics. Rank and salary commensurate with experience and qualifications. Mine benefits package. Teaching responsibilities in general/biochemistry and general/chemistry. Qualifications include permanent faculty status in a Christian liberal arts college. Send letter of application, vita, transcripts, and a list of three

CHAIR
Department of Physical Therapy
School of
Allied Health Professions
College of Health Sciences
Georgia State University

Georgia State University invites nominations and applications for the position of Chair, Department of Physical Therapy.

The Position: Georgia State University is looking for a dynamic individual with an earned doctorate, appropriate credentials in the field, and a record of research and teaching experience. The Department of Physical Therapy is in the center of the College of Health Sciences and the academic program based in an urban institution. The Department of Physical Therapy is a leader in the field of physical therapy education and research and an academic unit's success prior. Under the direction of the new chairman, the department will begin the process for converting to a entry-level master's program.

The University: Founded in 1913, Georgia State University, a unit of the University of Georgia located in Atlanta, is a metropolitan, comprehensive teaching and research university.

The College: The College of Health Sciences is composed of five schools: the School of Allied Health Professions and the School of Nursing. The School of Allied Health Professions offers baccalaureate and master's programs in the departments of Cardiology, Case Sciences, Medical Technology, Mental Health and Human Services, Nutrition and Dietetics, and Occupational Therapy. The School of Nursing offers bachelors, masters, and doctoral degrees at the bachelors, masters, and doctoral levels. The college is recognized for innovation in meeting the needs of health-related professions throughout the state, and the faculty members are nationally recognized for their contributions in teaching, research, service, and for leadership in their respective disciplines.

Appointments: Rank and salary are negotiable, commensurate with experience and qualifications. Applications must be postmarked by July 1, 1992. Send curriculum vitae and letter of intent by March 10 to: John W. Yost, Associate Dean, College of Health Sciences, Georgia State University, Atlanta, GA 30303; (404) 651-3069, FAX (404) 651-1231. Please include the names of three individuals who could serve as references.

Georgia State University is an equal opportunity education institution and is an equal opportunity/affirmative action employer.

13327

COLLEGE OF THE DESERT
A CALIFORNIA COMMUNITY COLLEGE

invites applications for the following faculty positions:

PALM DESERT CAMPUS

Teaching Discipline:

Associate Degree Nursing (2 positions)
English Composition
Mathematics
Psychology
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Director/Division Chairperson
Nursing and Allied Health

COPPER MOUNTAIN CAMPUS

Teaching Discipline:

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GENERAL INFORMATION: College of the Desert is located in one of the nation's most desirable vacation destinations where the beauty of the California desert can be seen in all four seasons. Majestic mountains, and the unique Coachella Valley. The Palm Desert Campus is just east of Palm Springs. The Copper Mountain Campus is located in Joshua Tree, approximately 65 miles northeast of the main campus.

BEGINNING DATE: August 31, 1992

APPLICATIONS: For minimum qualification information, position descriptions, and specific materials required for candidacy, contact:

PERSONNEL OFFICE
COLLEGE OF THE DESERT
43-500 South University Avenue
Palm Desert, CA 92260
619-773-2539
619-773-5877 (FAX)

APPLICATION DEADLINE: March 27, 1992

An Equal Opportunity, Affirmative Action Employer

references to: Dr. Stan Lott, Vice President for Academic Affairs, College of the Desert, P.O. Box 7100, Shreveport, Louisiana 71101.

Biology: One-year, full-time, biology, teaching surface faculty member on academic year basis. May be extended for a second year.

Teaching Duties: Introductory courses in biology, including general, cell, molecular, and environmental biology. Some experience in research and publication required. Closing date February 28, 1992. Letters of application and resume must be received by March 1, 1992. Send curriculum vitae, three recent letters of reference, and a copy of transcript to: Dr. David L. Johnson, P.A. Austin College, P.O. Box 1777, Sherman, Texas 75090-1777. Review of applications begins March 11, 1992.

Biology: Clark College seeks a tenure-track assistant professor in biology for Fall 1992. Biological candidate must have a Ph.D. in a biological science and be committed to excellence in teaching, undergraduate research, and supervision. Responsibilities include developing a research program, teaching introductory biology courses, and supervising undergraduate research. Other areas of responsibility include teaching introductory biology courses in fisheries management, fisheries techniques, aquaculture, and introductory biology. Successful applicant will be

expected to establish research program involving undergraduates. Rank and salary commensurate to qualifications and experience. Send letter of application, vita, transcripts, and three letters of reference to: Dr. Thomas Nielsen, Department of Biology, Clark College, 400 SW 12th Street, Portland, Oregon 97204.

Biology: Florida Institute of Technology, Melbourne, FL 32901, seeks a tenure-track assistant professor in biology for Fall 1992. Biological candidate must have a Ph.D. in a biological science and be committed to excellence in teaching, undergraduate research, and supervision. Responsibilities include developing a research program, teaching introductory biology courses, and supervising undergraduate research. Other areas of responsibility include teaching introductory biology courses in fisheries management, fisheries techniques, aquaculture, and introductory biology. Successful applicant will be

expected to establish research program involving undergraduates. Rank and salary commensurate to qualifications and experience. Send letter of application, vita, transcripts, and three letters of reference to: Dr. Michael J. Siers, Department of Biology, Florida Institute of Technology, Melbourne, FL 32901.

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10/2/93
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William & Mary

School of Education
Announcing a Position in
Mathematics Education
in The College of Education and
The Department of Mathematics
of the College of Arts and Sciences
of the University of Wyoming

We invite applications for a Visiting Professorship in Reading, Language, and Literacy in the School of Education. Applications from women and minorities are especially encouraged. This tenurable one-year appointment will begin in August 1992, and it will be made at either the Assistant or Associate Professor rank, depending upon the experience and qualifications of the successful candidate. The position may also be converted in the future to a tenure-eligible position.

Qualifications: An earned doctorate in Reading Education or in a closely related field, but with a strong emphasis in reading or in language/literacy development and instruction; 10 credits experience as a classroom teacher at elementary and/or middle school levels, including experience working in language arts and literature-based reading programs and with young at-risk students, children in general education classes, and readers with learning disabilities; demonstrated ability to prepare successful grant proposals and conduct quantitative and/or qualitative research on language and literacy development; successful teaching experience at undergraduate and/or graduate levels in programs for the preparation and continuing education of K-12 teachers; evidence of scholarly contributions to the fields of reading, language, and literacy development through research, publications, and presentations at professional meetings; and evidence of the ability to work in several disciplines and equally effectively in university and public school settings.

Responsibilities: Teach methods courses in reading, language, and literacy development in the School's Elementary and Special Education Programs and in graduate Reading Program; supervise at least one section of student teaching (68 students) each academic year; advise students in the Elementary Education and Reading Programs, including supervision of Master's degree theses; maintain scholarly productivity in research, publications, and presentations at professional meetings; provide service to the field through reading/writing workshops and institutes; and participate as appropriate for a Visiting Professor in School and university-wide governance.

The Setting: The College of William and Mary, chartered in 1693, is the nation's second oldest academic institution. It is a highly selective, medium-sized state university committed to excellence in the liberal arts and in graduate professional education. The School of Education has 35 full-time faculty members and employs approximately 200 undergraduate students and 900 full-time and part-time graduate students in a full range of Master's, Ed.S., and Ed.D. programs.

Application materials should include:

1. A brief cover letter which explains professional education, experience, and suitability for the position
2. A concise current resume
3. The names, addresses (including titles and institutions), and telephone numbers of five references

The search committee cannot consider other unsolicited materials. Complete application materials should be sent to:

The Reading, Language and Literacy Search Committee
School of Education
The College of William and Mary
P.O. Box 8705
Williamsburg, VA 23187-8705

The review of application materials will begin March 9 and continue until the position is filled. Questions about the position should be directed to Dr. Donald Lashinger at (804) 921-2336.

The College of William and Mary is an affirmative action/equal opportunity employer.

Biomedical Engineering Faculty Positions: Boston University College of Engineering. Department of Biomedical Engineering. Faculty positions in biomechanics or an opening for two tenure-track faculty positions of the assistant, associate, or professor level. Available September 1992. Consideration will be given to candidates with research interests in cardiovascular diseases to join our research group in the Department of Biomedical Engineering. This person will be expected to develop and teach courses in the biomechanics of cardiovascular diseases to our students and to conduct an active research program. A recent Ph.D. in engineering or physiology and/or extensive clinical training in a cardiovascular disease area are required. Send resume, three references, and application to: Director of Personnel, Department of Biomedical Engineering, Boston University, College of Engineering, 44 Commonwealth St., Boston, Massachusetts 02215. Applications will be accepted through June 1992 or until positions are filled. An equal opportunity, affirmative action employer.

Biomedical Engineering Faculty Positions: Boston University College of Engineering. Department of Biomedical Engineering. Faculty positions in biomechanics or an opening for two tenure-track faculty positions of the assistant, associate, or professor level. Available September 1992. Consideration will be given to candidates with research interests in cardiovascular diseases to join our research group in the Department of Biomedical Engineering. This person will be expected to develop and teach courses in the biomechanics of cardiovascular diseases to our students and to conduct an active research program. A recent Ph.D. in engineering or physiology and/or extensive clinical training in a cardiovascular disease area are required. Send resume, three references, and application to: Director of Personnel, Department of Biomedical Engineering, Boston University, College of Engineering, 44 Commonwealth St., Boston, Massachusetts 02215. Applications will be accepted through June 1992 or until positions are filled. An equal opportunity, affirmative action employer.

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Biomedical Engineering Assistant Professor, tenure-track, beginning Fall 1992

The University of Wyoming
Announcing a Position in
Mathematics Education
in The College of Education and
The Department of Mathematics
of the College of Arts and Sciences
of the University of Wyoming

The only four-year university in Wyoming, the University of Wyoming has an enrollment of approximately 10,000 students. If you are interested in joining a faculty that is designing innovative programs and courses including elements of teaming and interdisciplinary approaches and feel you qualify for the position listed below, your application is invited.

Candidates should have a doctorate in mathematics or mathematics education and have demonstrated ability to interact with both the Mathematics Department and the College of Education.

The position will entail the development and teaching of methods courses in mathematics education at both elementary and secondary education institutions, and teaching in the college's elementary education core curriculum. Major areas of research include statistics, analysis, and research is also desirable. Review of applications will begin on April 3, 1992.

The position also involves some undergraduate advising as well as directing Master's and Ph.D. students. Participation in outreach will also be expected. Salary and rank are commensurate with experience and qualifications. A personal microcomputer, graduate assistance and an adequate travel budget will be provided. In addition, a reduced teaching load to accommodate funding and research activities will be made available.

Screening will begin March 10, 1992, and continue until the post is filled.

Send resume and three to five letters of reference directly to:

A. Duane Porter
Mathematics Education Search Committee
Mathematics Department
P. O. Box 3036, University Station
Laramie, Wyoming 82071

WESTERN MICHIGAN UNIVERSITY

FACULTY POSITION

Industrial Engineering

A tenure-track position at the Assistant/Associate level is anticipated in the Department of Industrial Engineering starting September 1992. Duties include teaching graduate and undergraduate courses in operations research and service. Grand Rapids area business and industries. Candidates must have an earned Bachelor of Science degree in Engineering and an earned Doctorate degree in Industrial Engineering, Engineering Management, or related field as well as demonstrated commitment to equal employment opportunity and the goals of Affirmative Action. Prior college teaching in manufacturing processes and industrial work experience in plastics and composite materials desirable. Residence in the Grand Rapids area is required.

The Industrial Engineering Department offers undergraduate programs in Industrial Engineering, Manufacturing Management, and graduate programs in Engineering Management, Operations Research, and Industrial Engineering. Currently, the Department has 9 faculty, 225 undergraduate, and 175 graduate students. The Grand Rapids campus offers an undergraduate degree and two graduate degrees serving approximately 150 students.

Western Michigan has a Carnegie Doctoral I classification, the only one of its kind in Michigan. It is one of five graduate-intensive universities in Michigan. The University consists of 8 degree-granting colleges, a Graduate School, and an Honors College, and has an enrollment exceeding 28,000, with approximately 10,000 students at the graduate levels. Kalamazoo, the educational and cultural center of Southwest Michigan, is the home of Western Michigan University and is midway between Chicago and Detroit. Grand Rapids is located 45 miles north of Kalamazoo.

Salary for the position will be commensurate with the applicant's experience and background. Please submit application with three references to Dr. Richard E. Munsterman, Search Committee Chair, Department of Industrial Engineering, Western Michigan University, Kalamazoo, MI 49008; phone (616) 387-3737. Applications received before March 30, 1992 will receive full consideration. WMU is an Equal Opportunity, Affirmative Action Institution, and encourages qualified women and minorities to apply.

Application materials should include:

1. A brief cover letter which explains professional education, experience, and suitability for the position
2. A concise current resume
3. The names, addresses (including titles and institutions), and telephone numbers of five references

The search committee cannot consider other unsolicited materials. Complete application materials should be sent to:

The Reading, Language and Literacy Search Committee
School of Education
The College of William and Mary
P.O. Box 8705
Williamsburg, VA 23187-8705

The review of application materials will begin March 9 and continue until the position is filled. Questions about the position should be directed to Dr. Donald Lashinger at (804) 921-2336.

The College of William and Mary is an affirmative action/equal opportunity employer.

MATHEMATICS INSTRUCTOR
Raritan Valley Community College

Tenure-track instructor level position, teaching a wide range of mathematics courses from arithmetic to differential equations with emphasis on basic skills courses. Master's degree in math or related field required. Send resume and three letters of reference to: Director of Personnel, Raritan Valley Community College, P.O. Box 6800, Somerville, NJ 08876. An Equal Opportunity, Affirmative Action Employer.

higher level possible, depending on candidate's background and experience. Ph.D. in mathematics or related field preferred. Send resume and three letters of reference to: Director of Personnel, Raritan Valley Community College, P.O. Box 6800, Somerville, NJ 08876.

Broadcasting/Music Media Instructor or Assistant Professor to begin 17 August 1992.

Duties include teaching Undergraduate courses in broadcast production and operation, video editing, video production, broadcast news, and journalism. It is a teaching department, committed to obtaining CECM (Cable and Electronic Media Accreditation, McLeansburg, State University) accreditation.

There are currently 176 students. There are approximately 3,000 students.

Teaching responsibilities include:

Teaching broadcast-related courses.

Teaching video production courses.

Teaching video editing courses.

Teaching journalism courses.

Teaching broadcast news courses.

Teaching video production courses.

Teaching video editing courses.

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GANNON UNIVERSITY DAHLKEMPER SCHOOL OF BUSINESS Anticipated Positions (Pending Approval)

The Dahlkemper School of Business at Gannon University anticipates hiring four faculty members for the 1992-1993 academic year.

These positions are in the areas of:

- Business Policy/Strategy
- Marketing
- International Business
- Accounting

Faculty members will have teaching responsibilities at both the graduate and undergraduate levels.

Gannon University is a Catholic university which emphasizes teaching and the importance of a strong liberal arts foundation. Located in the heart of the business community in Erie, Pennsylvania, Gannon enjoys a strong reputation among regional businesses. Erie is the third largest city in Pennsylvania and the Erie area has a population of approximately 200,000.

The Dahlkemper School of Business has approximately 750 undergraduate students and 350 MBA students. In addition to bachelor's degree programs in accounting, marketing, economics and finance, management, and management information systems, the DSBA houses the Gannon University Small Business Development Center and the Gannon University Microcomputer Training Center.

The Dahlkemper School of Business is composed of 25 full-time faculty members committed to the teaching and learning process. We are seeking faculty members who share our commitment to students and their learning.

Applicants should possess a Ph.D. in business. Those who have defended the dissertation proposal will also be considered. Rank and salary commensurate with experience and qualifications. Applications will be evaluated based on teaching effectiveness, research and scholarly activity, and potential for service to the campus and community.

If you have questions or would like additional information, please contact: Betty Jo Licata, Dean, Dahlkemper School of Business, Gannon University, University Square, Erie, PA 16541, (814) 871-7583.

Please send vita and the names, addresses and telephone numbers of three references to: Personnel Department, Gannon University, University Square, Erie, PA 16541.



Review of applications is in progress and will continue until positions are filled. Immediate response is encouraged.
Gannon University is an Affirmative Action, Equal Opportunity Employer

Professor and Chair DEPARTMENT OF WILDLIFE AND RANGE SCIENCES University of Florida

Applications are invited for the position of Professor and Chair, Department of Wildlife and Range Sciences. Applicants should have a doctorate and outstanding teaching, research, and administrative experience in a natural resource or biological discipline demonstrating ability to provide leadership in the continued growth of this department in the state, national, and international arenas; strong commitment to excellence and innovation in teaching, research, and extension; and an ability to attract extra-mural funding for the broad scope of departmental programs which includes urban and human dimensions of wildlife management, forest/wildlife relations, wetlands ecology, range ecology, and a conservation biology program with a strong international component.

Please send cover letter, vita, transcripts, and 3 letters of reference to: Dr. George W. Turner, Department of Wildlife and Range Sciences, University of Florida, Gainesville, Florida 32611-0300. Deadline: 31 March or until the position is filled.

College Relations: Marni College of Art and Design is seeking a Director of College Relations, a senior position reporting to the Vice President of Academic Affairs. The position is responsible for all fund raising for the college, manages professional and support staff, and oversees communications committee. Planned giving, annual giving, capital campaigns, endowed and strength endowed with college constituents. Candidates will have a college administration, self-sufficient and energetic; ability to work with a small professional staff and to develop a strong program. Seven years of development experience including a successful proven track record in a college setting is required. Send resume and 3 letters of reference to: Director of College Relations, Marni College of Art and Design, 1000 University Avenue, Erie, Pennsylvania 16548. Must be received by March 1, 1992.

Communication Studies: The University of Wyoming is seeking a full-time Assistant Professor in Communication Studies. The position is open to all fields of communication studies. Send resume and 3 letters of reference to: Dr. Mary-Lane Morrison, President, Marni College of Art and Design, 1000 University Avenue, Erie, Pennsylvania 16548. Must be received by March 1, 1992.

Communication Studies: University of Wyoming is seeking a full-time Assistant Professor in Communication Studies. The position is open to all fields of communication studies. Send resume and 3 letters of reference to: Dr. Mary-Lane Morrison, President, Marni College of Art and Design, 1000 University Avenue, Erie, Pennsylvania 16548. Must be received by March 1, 1992.



Charles County Community College

Charles County Community College, located in historic southern Maryland, is accepting applications for the following faculty positions for the Fall 1992 semester (pending budget approval):

ENGLISH FACULTY—(2 positions)—Instructor—To teach a variety of English courses. Requires a Master's degree in English or a related field. Prior teaching preferred. **LAFLAT CAMPUS**.

MATH/PHYSICS FACULTY (half-time)—Instructor/Assistant Professor—To teach up to nine credit hours per semester and conduct lab or laboratories. Most classes will be held during late afternoon or evening hours. Requires a Master's degree in physics, mathematics or engineering. **CAULVERT CAMPUS**.

Placement in ranks is commensurate with background and experience. For best consideration, the following information must be received no later than March 20, 1992:

• A cover letter
• A COLLEGE EMPLOYMENT APPLICATION (failure to complete an application will exclude you from consideration)—To request an application, please call (301) 934-1800, X755.

• A résumé
• Unofficial transcripts

All positions require a good driving record, which must be presented if offered an interview.

CCCC is an EOE Employer. Minorities are encouraged to apply and identify themselves as such.

All employees must meet employment eligibility verification (Form I-9) requirements, as specified by the Immigration and Control Act of 1986, as a condition of employment.

**HUMAN RESOURCES DEPARTMENT
CHARLES COUNTY COMMUNITY COLLEGE
P. O. Box 910
LaPlata, MD 20645-0910**



MEMPHIS STATE UNIVERSITY College of Education Department of Curriculum and Instruction Faculty Positions

Due to increased enrollment in teacher education, the Department of Curriculum and Instruction in the College of Education at Memphis State University is seeking applications for two new assistant professor level tenure track positions and four instructor level non-tenure track positions. All positions are for the academic year beginning August 21, 1992. Salaries are competitive.

Persons with expertise to teach undergraduate and graduate courses in educational foundations, general methodology, elementary education subject areas (mathematics and science), and reading, are encouraged to apply. Successful applicants will also supervise student teachers, advise students, and serve on committees within the university.

Memphis State University is a research oriented institution located in a large urban center in Tennessee and the Mid-South region. Accordingly, candidates for the tenure track positions should have an earned doctorals in an appropriate field by August 21, 1992, demonstrated or potential competence in research, scholarship, and quality teaching. Applicants should submit a letter of intent to the search committee chair identifying the area(s) for which they are qualified and supporting information. A VITA, complete transcripts, and three letters of reference should be included. The review of applicants will begin on March 23, 1992, and continue until the position is filled. Send resume to: Dr. Duane M. Glennpatrick, Search Committee Chair, Department of Curriculum and Instruction, College of Education, Memphis State University, TN 38152.

Memphis State University is an Equal Opportunity University. Appointments will be based on merit as it relates to position requirements without regard to race, color, religion, sex, age, handicap, or national origin.

Review of applications will begin March 15, 1992 and will continue until the position is filled. Please send letters of application and curriculum vita to:

SAN JOSE STATE UNIVERSITY College of Education TENURE-TRACK POSITIONS

TEACHER EDUCATION, CHILD DEVELOPMENT: EDUC 92-52

Qualifications: Doctorate in Child Development, Psychology with a concentration in child or human development, Education with a concentration in Child Development. Evidence of scholarly potential and research interest in infant/child/adolescent development and social policy issues. A.B.D. applicants will be considered. Ability to address needs of ethnically diverse students through course materials, teaching strategies and advisement, research and research potential. A.B.D. applicants will be considered at assistant professor level.

TEACHER EDUCATION, CURRICULUM/INSTRUCTION: SOCIAL SCIENCE: EDUC 92-51

Qualifications: Doctorate in education, demonstrated expertise in Social Science education, including educational foundations, K-12, classroom teaching experience, ability to address needs of ethnically diverse students through course materials, teaching strategies and advisement, research and research potential. A.B.D. applicants will be considered at assistant professor level.

SPECIAL EDUCATION, AUDIOLOGY: EDUC 92-47

Qualifications: Doctorate in audiology with special emphasis in one of the following: aural rehabilitation, availed professionals, or medical audiology. Candidates must possess the Certificate of Clinical Competence in Audiology and be eligible for California State License in Audiology. Responsibilities: teach undergraduate/graduate courses in audiology; supervise clinical practice courses; engage in scholarly activity; advise graduate students, address the needs of ethnically diverse students through course materials, teaching strategies and advisement.

TEACHER EDUCATION, CURRICULUM/INSTRUCTION: BIOMECHANICS

Qualifications: Doctorate in education, demonstrated expertise in Social Science education, including educational foundations, K-12, classroom teaching experience, ability to address needs of ethnically diverse students through course materials, teaching strategies and advisement, research and research potential. A.B.D. applicants will be considered at assistant professor level.

ELEMENTARY EDUCATION: BIOMECHANICS

Qualifications: Doctorate in education, demonstrated expertise in Social Science education, including educational foundations, K-12, classroom teaching experience, ability to address needs of ethnically diverse students through course materials, teaching strategies and advisement, research and research potential. A.B.D. applicants will be considered at assistant professor level.

ELEMENTARY EDUCATION: IN MIDDLE SCHOOL CURRICULUM AND INSTRUCTION

Qualifications: Doctorate in education, demonstrated expertise in Social Science education, including educational foundations, K-12, classroom teaching experience, ability to address needs of ethnically diverse students through course materials, teaching strategies and advisement, research and research potential. A.B.D. applicants will be considered at assistant professor level.

ELEMENTARY EDUCATION: WITHIN A SPECIAL EDUCATION PROGRAM

Qualifications: Doctorate in education, demonstrated expertise in Social Science education, including educational foundations, K-12, classroom teaching experience, ability to address needs of ethnically diverse students through course materials, teaching strategies and advisement, research and research potential. A.B.D. applicants will be considered at assistant professor level.

SECONDARY EDUCATION: PRIMARY EDUCATION

Qualifications: Doctorate in education, demonstrated expertise in Social Science education, including educational foundations, K-12, classroom teaching experience, ability to address needs of ethnically diverse students through course materials, teaching strategies and advisement, research and research potential. A.B.D. applicants will be considered at assistant professor level.

SECONDARY EDUCATION: SPECIAL EDUCATION

Qualifications: Doctorate in education, demonstrated expertise in Social Science education, including educational foundations, K-12, classroom teaching experience, ability to address needs of ethnically diverse students through course materials, teaching strategies and advisement, research and research potential. A.B.D. applicants will be considered at assistant professor level.

SECONDARY EDUCATION: SPECIAL EDUCATION

Qualifications: Doctorate in education, demonstrated expertise in Social Science education, including educational foundations, K-12, classroom teaching experience, ability to address needs of ethnically diverse students through course materials, teaching strategies and advisement, research and research potential. A.B.D. applicants will be considered at assistant professor level.

SECONDARY EDUCATION: SPECIAL EDUCATION

Qualifications: Doctorate in education, demonstrated expertise in Social Science education, including educational foundations, K-12, classroom teaching experience, ability to address needs of ethnically diverse students through course materials, teaching strategies and advisement, research and research potential. A.B.D. applicants will be considered at assistant professor level.

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SECONDARY EDUCATION: SPECIAL EDUCATION

Qualifications: Doctorate in education, demonstrated expertise in Social Science education, including



**DUTCHES COMMUNITY
COLLEGE**
Faculty Positions 1992-93

Dutchess Community College, a unit of the State University of New York, is located in the mid-Hudson Valley 25 miles north of New York City. Dutches is committed to the principle of diversity and strongly encourages applications for the following positions from women, minorities, veterans and the disabled.

ALLIED HEALTH AND BIOLOGICAL SCIENCES

Biology: Instructor, teach general biology, anatomy and physiology and upper level courses.

Medical Laboratory Technologies: Instructor and Chairperson, responsibilities include supervision of adjunct faculty, program planning & scheduling.

BEHAVIORAL SCIENCES

Behavioral Sciences: Instructor, general to teach introductory psychology, self-development, social problems and upper level courses.

BUSINESS TECHNOLOGIES

Computer Information Systems: Instructor/Assistant Professor, tenure-track, teach courses in COBOL, Systems Analysis and Design and Microcomputer applications. Additional responsibilities may include C, programming, 370/Assembler, CICS, VSAM, SQL and Local Area Networks.

Office Technology: (2 positions): Instructor, teach computer literacy, keyboarding, office practices, word processing, machine transcription, dictation, computer programming and accounting a plus.

ENGLISH AND HUMANITIES

English: Instructor, teach English composition and other departmental offerings. Graduate courses in writing and literature preferred.

French/Spanish: Instructor, tenured-track, teach primarily French with some fluency with Italian minor. Knowledge of, and/or experience with, current modes of language instruction, including such things as language laboratories, audio and video tapes.

HISTORY, GOVERNMENT AND ECONOMICS

Economics: Instructor, tenure-track, teach the introductory Macro and Micro Economics courses and possibly additional courses in Consumer Economics, Environmental Economics and an introductory course dealing with Financial and Security markets.

Government: Instructor, teach the introductory course in American Government and American Government & Economics. This latter course, Introduction to Contemporary Society, is one of the basic department offerings.

History: Instructor, tenure-track, teach the survey courses in American and European History and possibly a departmental interdisciplinary course.

MATHEMATICS, PHYSICAL AND COMPUTER SCIENCE

Chemistry: Instructor/Assistant Professor, tenure-track, duties include analytical/instrumentation course and shared responsibilities in general chemistry which includes a strong laboratory program.

Mathematics/Computer Science: Instructor, teach first and second year courses, primarily in mathematics.

NURSING

Nursing: Instructor, tenure-track, NUN accredited associate degree program, ability to teach both lecture and clinical instructional components to associate degree students. Must be eligible for NYS licensure. Knowledge of medical/urgical, parent/child, fundamental/geriatrics and computer instruction preferred.

PERFORMING, VISUAL ARTS AND COMMUNICATIONS

Ceramics/Coffee Instructor, tenure-track, teach ceramics (hand building and wheel), jewelry and other craft and art courses. MFA required.

Communication: Instructor, tenure-track, for basic radio-TV production and theater courses. Master's degree and significant experience in theater and broadcast production.

All positions require a Master's degree in the appropriate discipline/subject area. Teaching experience is preferred. Special requirements are noted. Initial appointment to position will be considered as tenure-track until appointment to tenure with the possibility of renewal. Salary is commensurate with experience and qualifications. Dutchess Community College offers a comprehensive benefit package including full paid health, dental and life insurance, TuIA/CREF and on-site day care services.

For all positions, send letter of application and résumé including names and phone numbers of three professional references by March 20, 1992 to:

Ms. Maureen Houghtaling, Personnel Assistant
Dutchess Community College, 53 Pendell Road, Poughkeepsie, NY 12601-1595

**College of Business Administration
University of Northern Iowa**

The College of Business Administration (CBA) has 68 full-time faculty members, approximately 1,400 undergraduate majors and 150 MBA students. The CBA occupies a new \$10 million building in August 1990. All faculty members have personal computers and access to electronic mail. Housed in the building are two computer classrooms and various micro-computer labs.

The CBA is recruiting for the following positions available Fall 1992:

Accounting

Assistant/Associate Professor. All areas will be considered but particular interests exist for individuals with expertise in Tax, Managerial, and Systems/Auditing. An earned doctorate is required and professional certification is desirable.

Business Law

Assistant/Associate Professor. Expertise in labor and employment law is especially desirable. Teaching will include undergraduate courses in Legal and Social Environment of Business, Business Law, and Labor and Employment Law. Minimum of JD/DBA equivalent is required.

Economics

Assistant/Associate Professor. Teach Quantitative Methods for Business and any specialty area, but either Econometrics or Agricultural Economics is desired. Ph.D. is required.

MIS

Assistant/Associate Professor. All areas of specialty will be considered, but particular interests exist for individuals with expertise in database theory and applications. Ph.D./DBA/ABD's in Information Systems or Computer Science will be considered.

The CBA is particularly interested in hiring individuals with teaching experience and an established research record. Salary is competitive, based upon rank and CREF.

Send letter of application, vita, and the names, addresses, and telephone numbers of three references to:

Dr. Geoffrey T. Mills
College of Business Administration
University of Northern Iowa
Cedar Falls, IA 50614-0123
Telephone number: (319) 273-6240
Fax number: (319) 273-9222

Review of applications will begin on February 21, and continue until appointments are made. UNI is an Affirmative Action, Equal Opportunity Educator and Employer. Minority persons, women, Vietnam-era veterans, and disabled persons are encouraged to apply.

History, Government and Economics

Economics: Instructor, tenure-track, teach the introductory Macro and Micro Economics courses and possibly additional courses in Consumer Economics, Environmental Economics and an introductory course dealing with Financial and Security markets.

Government: Instructor, teach the introductory course in American Government and American Government & Economics. This latter course, Introduction to Contemporary Society, is one of the basic department offerings.

History: Instructor, tenure-track, teach the survey courses in American and European History and possibly a departmental interdisciplinary course.

MATHEMATICS, PHYSICAL AND COMPUTER SCIENCE

Chemistry: Instructor/Assistant Professor, tenure-track, duties include analytical/instrumentation course and shared responsibilities in general chemistry which includes a strong laboratory program.

Mathematics/Computer Science: Instructor, teach first and second year courses, primarily in mathematics.

NURSING

Nursing: Instructor, tenure-track, NUN accredited associate degree program, ability to teach both lecture and clinical instructional components to associate degree students. Must be eligible for NYS licensure. Knowledge of medical/urgical, parent/child, fundamental/geriatrics and computer instruction preferred.

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Ceramics/Coffee Instructor, tenure-track, teach ceramics (hand building and wheel), jewelry and other craft and art courses. MFA required.

Communication: Instructor, tenure-track, for basic radio-TV production and theater courses. Master's degree and significant experience in theater and broadcast production.

All positions require a Master's degree in the appropriate discipline/subject area. Teaching experience is preferred. Special requirements are noted. Initial appointment to position will be considered as tenure-track until appointment to tenure with the possibility of renewal. Salary is commensurate with academic experience. Two-year month appointment.

Send letter of application, detailed curriculum vita, and transcripts to Mrs. Joanna Corcoran, Health Care Services Administration Search, Southwest College of St. Francis, 800 Wilcox Street, Joliet, Illinois 60435. Review of applications will begin April 1, 1992, and will continue until position is filled.

Ms. Maureen Houghtaling, Personnel Assistant
Dutchess Community College, 53 Pendell Road, Poughkeepsie, NY 12601-1595

HEALTH SERVICES ADMINISTRATION

The College of St. Francis is seeking an individual to teach, advise, and assist in curriculum development in its Master of Science in Health Services Administration program. Opportunity for involvement in executive master's program in Long-Term Care Administration and innovative program development. Program is offered both on campus and at extended locations. Some travel is required. Advancement to professorship in Health Services Administration or a related field with part-time status who are mid-career health care professionals thus creating an exciting learning environment.

The College of St. Francis is a Catholic college offering programs in the liberal arts and sciences as well as professional, pre-professional, and career programs at both the undergraduate and graduate levels. CNA is located 35 miles southwest of Chicago. CNA is an Equal Opportunity Employer. Salary and benefits are competitive. Rank commensurate with academic experience. Two-year month appointment.

Send letter of application, detailed curriculum vita, and transcripts to Mrs. Joanna Corcoran, Health Care Services Administration Search, Southwest College of St. Francis, 800 Wilcox Street, Joliet, Illinois 60435. Review of applications will begin April 1, 1992, and will continue until position is filled.

For all positions, send letter of application and résumé including names and phone numbers of three professional references by March 20, 1992 to:

College of
St. Francis
500 Wilcox Street • Joliet, Illinois 60435

MATHEMATICS EDUCATION

Tenure track position, assistant professor in mathematics education, at the University of Georgia. Applicants should hold a doctorate in mathematics education or a related field and have interests and background consistent with the mission of the department. Demonstrated evidence of scholarly potential is of the highest priority. School-level teaching experience and strong background in mathematics are expected. Applicants should send a résumé, a statement describing their qualifications and interests, and the names of at least three references to the application to Dr. James W. Wilson, Department of Mathematics Education, University of Georgia, 2105 Aderhold Hall, Athens, Georgia 30602. Application to Dr. James W. Wilson, Department of Mathematics Education, University of Georgia, 2105 Aderhold Hall, Athens, Georgia 30602. Affirmative Action Institution.

For more information, call (404) 542-5030.

Economics: Community College seeks an Instructor in Economics for the Fall Semester. M/F, 10 month, full-time or part-time. Write or call Dolores S. Ross, 1000, CIOB, Community College, P.O. Box 24422, (703) 662-2442 for required application materials.

Economics: The Department of Economics and Finance at the University of North Alabama is seeking applications for a nine-month, tenure-track position in Economics. Applications should be submitted to: Zallen Hall, Room 201, University Court, London W14 8PF, United Kingdom; or fax (71) 371-6023 in London, UK.

Economics: Tenure-track Assistant Professor for Economics. A Ph.D. is required. Send letter of application and three letters of reference to Dr. Robert S. Stoen, Department of Economics and Finance, University of Alabama, Tuscaloosa, Box 35000, Tuscaloosa, AL 35487. Applications should include a résumé, three letters of reference, and the names, addresses, and telephone numbers of three references to Dr. Robert S. Stoen, Department of Economics and Finance, University of Alabama, Tuscaloosa, Box 35000, Tuscaloosa, AL 35487. An Equal Opportunity Employer.

Economics: Assistant Professor in Economics and Affirmative Action. University of Kansas, Kansas City, Box 3041, 1400 Jayhawk Boulevard, Lawrence, KS 66045-3041. An Equal Opportunity Employer.

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Economics: Assistant Professor in Economics and Affirmative Action. University of Kansas, Kansas City, Box 3041,



DEPARTMENT HEAD EDUCATIONAL LEADERSHIP

The Educational Leadership Department in the College of Education, University of Georgia, seeks a senior-level individual for a tenure-track position as Department Head. The Department of Educational Leadership includes several academic programs, including a graduate program in educational administration and of curriculum and supervision.

Job responsibilities include:

- providing leadership for and coordination of professional programs for school leadership personnel within the Department, across the College, and throughout the State;
- including faculty research;
- fostering collegial relationships;
- supporting faculty development;
- managing the departmental budget;
- directing the department in research, research, and service;
- teaching graduate courses;
- advising graduate students, including directing doctoral research;
- maintaining a productive line of scholarship.

Qualifications for this position include the following:

- evidence of effective leadership and management;
- an exemplary record of teaching and scholarly productivity in higher education;
- current scholarly activity and national recognition sufficient to warrant appointment to the Graduate Faculty of The University of Georgia.

Salary competitive and negotiable. Position available July 1, 1992.

Application procedures:

Send a letter of application and curriculum vita to:

Dr. Richard Lynch, Chair
Search Committee
The University of Georgia
628 Archwood Hall
College of Education
Athens, Georgia 30602

Phone: 404-542-3801
Fax: 404-542-3321
Internt: RJ.LYNCH@UGA.LX.UGA.EDU

The Committee will review all applications confidentially and will request four letters of recommendation and transcripts for those candidates who are considered finalists for the position. Applications received by April 15, 1992 are assured of full consideration.

The University of Georgia is an Equal Opportunity, Affirmative Action Employer.

WHITWORTH COLLEGE Assistant or Associate Professor Physical Education Opening Fall 1992

RESPONSIBILITIES

Serve as professor of Physical Education with an emphasis in exercise science, and with a component of intercollegiate coaching.

QUALIFICATIONS

- 1. Minimum of a Master's in the field of Physical Education with an exercise science specialization; doctorate preferred.
- 2. Demonstrated effectiveness in college level teaching combined with an enthusiasm for excellence.
- 3. Strong experience at a collegiate level coach preferred.
- 4. A personal commitment to the Christian faith and to the integration of faith and learning.

TO APPLY

Please submit 1) Letter of interest, 2) Résumé/vita, 3) Names, addresses, and telephone numbers of three references, to:

Physical Education Professor Search Committee
Whitworth College
Spokane, WA 99251-0103

APPLICATION DEADLINE: March 15, 1992

Whitworth College strongly encourages women, persons of color, and persons with physical disabilities to apply. Whitworth College reserves the right to extend the search process beyond these dates identified in order to assemble an adequate number of qualified applicants.

Education Language and Literacy Education, University of California at Berkeley. The Graduate School of Education invites applications for a tenure-track position as Associate Professor, secondary English credential program, commencing July 1992. The successful candidate will have a strong background in middle school and secondary English instruction, particularly in the areas of reading, writing, and composition. The person will supervise and teach graduate level courses on reading, writing, and composition. Experience in the coordination of programs, the recruitment of students, and working with administrators, and knowledge of Bay Area schools will be an asset. The successful candidate must be committed to helping students to draw upon and nourishing the talents and resources of all students. Candidates should have a strong background and research on language and literacy learning. Candidates also should be knowledgeable about research in education, particularly in the second school curriculum, such as "problem-based," multi-cultural literature, the study of language and literacy instruction, and the humanities. They should be familiar with and interested in the study of English. They should possess demonstrated ability to work sensitively with a range of students. The person selected should be able to teach graduate level courses in English education and the secondary school curriculum, such as "problem-based," multi-cultural literature, the study of language and literacy instruction, and the humanities. They should also submit a curriculum vitae. They should also submit a statement of qualifications.

Educational Leadership and Literacy Education, University of North Alabama invites applicants for a tenure-track position as Associate Professor, secondary English credential program, starting Augu-

stus, 1992. Including their vision for an ideal teacher education program in secondary English, and their ideas about the future of English education, particularly what will be needed. Send all materials to: Language and Literacy Education Committee, School of Education, University of California at Berkeley, Berkeley, California 94720, March 31, 1992. By this same deadline, three letters of recommendation and a copy of the candidate's vita and references to: The Committee, The University of California at Berkeley, is an Equal Opportunity, Affirmative Action Employer.

Educational Education Division Chair, full-time, tenure-track position, beginning Fall 1992. The successful candidate will be responsible for the administration of all undergraduate and graduate programs in education (matric, secondary, and postsecondary) and for the administration of all graduate and professional programs in education (matric, secondary, and postsecondary). Postsecondary teaching and academic advising. Applications will include a statement of research interests and research interests in one or more areas of the educational curriculum and will have excellent communication skills. The successful candidate will be involved in the development and implementation of innovative teaching and learning experiences in education, particularly in the secondary school curriculum. The successful candidate must be able to teach graduate level courses in education, particularly in the secondary school curriculum, such as "problem-based," multi-cultural literature, the study of language and literacy instruction, and the humanities. They should be familiar with and interested in the study of English. They should possess demonstrated ability to work sensitively with a range of students. The person selected should be able to teach graduate level courses in English education and the secondary school curriculum, such as "problem-based," multi-cultural literature, the study of language and literacy instruction, and the humanities. They should also be able to teach graduate level courses in English education and the secondary school curriculum, such as "problem-based," multi-cultural literature, the study of language and literacy instruction, and the humanities. They should also submit a statement of qualifications.

Educational Leadership: The University of North Alabama invites applicants for a tenure-track position as Associate Professor, secondary English credential program, starting Augu-

DEPARTMENT OF INTERNATIONAL STUDIES FACULTY: International Relations/ Comparative Politics

Position I:

Rank, Salary, Options: Visiting Assistant Professor. One year with possible extension for second year. Competitive salary, nine-month contract with summer employment available.

Qualifications: Candidates should have ability to teach world politics, International political economy, and/or comparative politics with a regional emphasis. Secondary interest should be in international business. We seek a candidate with strong methodological skills whose research interests demonstrate a theoretical as well as a descriptive awareness. A Ph.D. is required by time of appointment.

Position II:

Rank, Salary, Options: One year sabbatical replacement. Competitive salary, open.

Qualifications: Preferred candidates will have an interest in International business and a specialization in an international area. Candidates should be trained in an applied social science field, such as sociology, political science, International relations, or history, and have completed the Ph.D. requirements by September 1992.

Department of International Studies: 14 full-time faculty and 8 adjuncts focusing on International Political Economy, Regional Business Environments, and related International politics and economy courses.

THUNDERBIRD is the world's oldest and largest graduate school of International management. International Studies is an integral part of the School's three-part curriculum that also includes world business and modern language leading to the Master of International Management Degree. An enrollment of more than 1,300 graduate students from all U.S. states and 55 foreign countries creates a dynamic international environment that has made Thunderbird the premier graduate school of international business.

Send letter of application, vita, and three letters of reference to: Dr. Linwood D. Howell, Chair, Department of International Studies, ASGM, 15249 N. 59th Avenue, Glendale, Arizona, USA, 85305-6011.

THUNDERBIRD is an Equal Opportunity, Affirmative Action Employer.

Salary competitive and negotiable. Position available July 1, 1992.

Application procedures:

Send a letter of application and curriculum vita to:

Dr. Richard Lynch, Chair
Search Committee
The University of Georgia
628 Archwood Hall
College of Education
Athens, Georgia 30602

Phone: 404-542-3801
Fax: 404-542-3321
Internt: RJ.LYNCH@UGA.LX.UGA.EDU

The Committee will review all applications confidentially and will request four letters of recommendation and transcripts for those candidates who are considered finalists for the position. Applications received by April 15, 1992 are assured of full consideration.

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FACULTY POSITIONS

Lindsey Wilson College, a four-year liberal arts United Methodist-related institution, seeks candidates for the following positions:

ENGLISH

Two positions: 1) Ph.D. in Literature required; 2) Ph.D. in Literature or Rhetoric/Composition preferred; M.A. in English plus 18 graduate hours in Spanish, art, or history may be considered. Demonstrated teaching experience in developmental studies is desired.

ART

One position: Teach courses in art appreciation and studio. M.A. in Art or Art history required.

EDUCATION

One position: Ph.D. preferred. Experience required in Elementary Education (K-4, 6-8), in Teaching Methods or Human Growth and Development and in supervising student teachers.

Send letter of interest, vita, and references to:

Human Resources
Lindsey Wilson College
210 Lindsey Wilson Street
Columbia, KY 42728

LWC is an EO/AA Employer

ARTIST-TEACHER IN VIOLIN
Faculty Vacancy

APPOINTMENT DATE: August 1992—unless otherwise noted

POSITION: Artist-Teacher in Violin—One year

QUALIFICATIONS: Master's degree required. Active recitalist and chamber music performer. Proven success as violin teacher at the college level.

RESPONSIBILITY: Teach applied violin at the undergraduate and graduate levels. Perform in faculty chamber ensembles and solo recitals. Actively recruit string students.

RANK AND SALARY: One Year Leave Position at the rank of Instructor or Assistant Professor. Salary negotiable.

THE UNIVERSITY: Memphis State University is located in Memphis, Tennessee, one of the most actively active communities in the Mid-South. Current enrollment is approximately 20,000 students.

THE DEPARTMENT: The Department of Music is fully accredited by the National Association of Schools of Music and has a faculty of 41 full-time faculty and approximately 340 music majors. The music program includes music theory, piano, voice, band, orchestra, and music education; music history, composition, school music, music business, recording technology, contemporary music with concentration in studio performance and composition arranging. Master of Music in applied music, sacred music, music history, Orff-Schulwerk, pedagogy, and music education; Doctor of Musical Arts in composition, performance, sacred music, and music education. Doctor of Philosophy in Musicology; Regional Studies.

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**TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION**

The Department of Educational Curriculum and Instruction invites applications for four full-time, 12-month, tenure-track positions beginning September 1, 1992. Individuals selected for these positions will be expected to conduct a strong research program, supervise graduate student research, prepare grant proposals, and teach undergraduate and graduate classes. Minority and female educators are especially encouraged to apply.

1. Social Foundations/Multicultural Education

Assistant professor with a strong commitment to social foundations/multicultural education witnessed by a record of and a potential for research in this area. It is expected that candidates will possess a doctorate with specific training in historical, philosophical, sociological, anthropological, or policy analysis approaches to the study of multicultural education. Public school teaching experience is preferred.

2. Curriculum Theory

Associate or full professor with a demonstrated ability to produce nationally recognized work that emphasizes theory, research, and educational sensitivity. A doctorate in either educational foundations or curriculum theory is required. Public school teaching experience is preferred.

3. Mathematics Education: Elementary and Middle School

Assistant professor to develop cooperative mathematics teacher education programs with public school personnel and engage in collaborative, interdisciplinary work as a member of the Center for Mathematics and Sciences Education. A doctorate in mathematics education is required. Special research interests might include mathematics assessment and evaluation, diagnosis and remediation, curriculum development, international programs, or interdisciplinary programs with science and technology. A minimum of three years of K-12 teaching experience is required.

4. Bilingual Education Specialist

Assistant professor with additional expertise in multicultural education and content area instruction in bilingual classroom settings. A doctorate in Bilingual Education is required, as is proficiency in Spanish and English. The successful candidate will have the ability to work closely with public school personnel to develop cooperative teacher education programs and engage in collaborative research with other faculty the department's Language, Literacy and Culture Research Unit. A minimum of three years of K-12 teaching experience is required.

The Department of Educational Curriculum and Instruction is one of five departments in the College of Education and employs 35 tenured or tenure-track faculty. Present enrollment in the Department is approximately 3,500 students, with enrollment in the A.M., M.Ed., and Ph.D. programs. The department also enrolls a large number of undergraduate students in a university with a total enrollment of 41,000.

The Department of Educational Curriculum and Instruction and the College of Education have adopted a goal of becoming one of the nation's leading centers for educational research. Collaborative work within and across departments and between the departments and public schools is promoted in the study of teacher preparation. Scholars will find a supportive and stimulating environment in which to work.

Review of applications will begin on February 20, 1992 and will continue until the positions are filled. Send 1) a letter of application; 2) a vita; 3) the names, addresses and phone numbers of five references; and 4) reprints of publications to:

James B. Kricht, Head
Department of Educational Curriculum and Instruction
Texas A&M University
College Station, TX 77843-4232
409-845-3164

Texas A&M is an Equal Opportunity, Affirmative Action Employer, actively seeking minority and women candidates.

**OWEN GRADUATE SCHOOL
OF MANAGEMENT
VANDERBILT UNIVERSITY**
Faculty Position for 1992-93

The Owen School anticipates filling one position in Accounting for the fall of 1992.

GENERAL QUALIFICATIONS AND EDUCATION

The candidates for this position must have the Ph.D. or equivalent degree and must have experience in research and teaching commensurate with the position for which application is made.

ASSOCIATE PROFESSOR

Applicants for the position of Associate Professor must have completed significant research and must have teaching experience.

ASSISTANT PROFESSOR

Applicants for the position of Assistant Professor should anticipate completion of all requirements for the doctorate prior to the date of employment. Candidates who will have completed all degree requirements except the dissertation will be considered for the rank of instructor.

APPOINTMENT AND SALARY

The appointment will begin in late August 1992. Faculty salaries are highly competitive and are determined on the basis of rank and experience. Salaries in schools of management are substantially above salaries in many other areas of the university.

THE OWEN SCHOOL

The Owen School is devoted exclusively to graduate management education. It offers both MBA and Ph.D. degrees. The school is small with approximately 400 students and 40 faculty. The size of the school encourages interdisciplinary research. The school provides substantial support for research and exists at a high level of scholarship.

APPLICATION DETAILS

Applicants should contact:

Nancy Lee Hyer, Associate Dean
Owen Graduate School of Management
Vanderbilt University
401 21st Avenue South
Nashville, Tennessee 37203

**VANDERBILT IS AN AFFIRMATIVE ACTION
EQUAL OPPORTUNITY EMPLOYER**

**R College of Business and Economics
RADFORD UNIVERSITY
Radford, VA 24142**

Radford University, a comprehensive, coeducational, state-supported institution with an enrollment of approximately 9,000, is seeking applications for tenure-track positions in the College of Business and Economics for the 1992-93 academic year.

Managers/Assistant/Associate Professor, tenure-track position to teach Strategic Management and Small Business Management courses. Ph.D./D.B.A. in Management required. Prior teaching experience and publications a plus. Contact Dr. Allen Burek, Chair, Department of Management.

Marketing Assistant Professor, Ph.D. or D.B.A. in Marketing preferred, A.B.D. in stages of dissertation considered. Primary needs in Consumer Behavior. Contact Dr. Howard Combs, Chair, Department of Marketing.

Radford University is located in Radford, Virginia, a city of 15,000, just off Interstate 81, in the scenic highlands of southwest Virginia, approximately 45 miles southwest of Roanoke.

The College of Business and Economics has five departments, 50 full-time faculty, approximately 2,000 undergraduate majors, and 75 M.B.A. students. Over 80 percent of the full-time faculty possess doctoral degrees. There is a strong emphasis on research excellence, but research and publication are expected. Tenure-track faculty engaged in research teach nine hours per semester.

Applications will be accepted until the positions are filled. Rank and salary are based upon qualifications and experience. To apply, please provide a letter of interest, three letters of reference, official transcripts of all earned degrees, and current vita to the appropriate Department Chair.

Radford University is an Equal Opportunity, Affirmative Action Employer. Minorities and women are encouraged to apply.

**NEW YORK UNIVERSITY
MATHEMATICS EDUCATION
TENURE TRACK/
ASSISTANT PROFESSOR**

Barned doctorate in mathematics education or mathematics with a strong education component; demonstrated expertise at the elementary level required, and the secondary level desirable; experience in working with urban schools; supervising fieldwork and staff development; ability to guide doctoral research; and a record of research activity, professional activity, scholarly publications and grant writing. Deadline March 13, 1992. Send letter of application stating how they meet the above qualifications, current vita, and three letters of reference to: NYU School of Education, Health, Nursing, and Arts Professions, Dept. of Teaching & Learning, Box C, 239 Greene St., Rm 200, NY, NY 10003. Attn: Peter G. Goldberg, Chair, Search Committee.

NYU encourages applications from women and members of minority groups.

Elementary Education Teacher Education—Assistant/Associate Professor. For one or two tenure-track positions in the area of Elementary Education methods with emphasis on reading, writing, and mathematics. The successful candidate will be responsible to teach undergraduates and graduate level education courses in reading, writing, and mathematics. Advise students, supervise student teaching, perform committee assignments, participate in the development and revision of the curriculum, and interact with local school and school districts. Screening criteria: doctoral degree, evidence of successful teaching, research, and publication, and scholarly interest in the profession, experience in modular delivery systems, experience in curriculum development, experience in multicultural service research design and publication, public education and advocacy, minority and gender issues, and letters of recommendation. Salary dependent upon qualifications. Position begins September, 1992. Applications and resume to Dr. Janice Fink, Chair, Department of Education, Fordham University, Bronx, NY 10458.

Elementary Education/Reading/Mobile Alabama invites applications for a position in elementary education—reading. Deadline August 1992. Mobile Alabama is a Southern Baptist liberal arts and sciences college with an enrollment of 1,200 students and a faculty of 100. The successful candidate will be responsible to teach undergradaute and graduate level education courses in reading, writing, and mathematics. Advise students, supervise student teaching, perform committee assignments, participate in the development and revision of the curriculum, and interact with local school and school districts. Screening criteria: doctoral degree, evidence of successful teaching, research, and publication, and scholarly interest in the profession, experience in modular delivery systems, experience in curriculum development, experience in multicultural service research design and publication, public education and advocacy, minority and gender issues, and letters of recommendation. Salary dependent upon qualifications. Position begins September, 1992. Applications and resume to Dr. Janice Fink, Chair, Department of Education, Fordham University, Bronx, NY 10458.

Elementary Reading/Language Arts Education—Assistant/Associate Professor. The Department of Curriculum and Instruction, Faculty Department, invites applications and

applications to fill a tenure-track position at the rank of Assistant/Associate Professor. Responsibilities include: teaching undergraduate and graduate courses in reading, writing, and mathematics; supervising student teachers; teaching undergraduate and graduate courses in reading, writing, and mathematics; and providing scholarly activities.

Responsibilities include: advising, supervising student teachers, teaching undergraduate and graduate courses in reading, writing, and mathematics; and providing scholarly activities.

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**CHAIR,
DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION**
College of Education
University of Idaho

Applications are invited for the position of Chair of the Department of Educational Administration and Higher Education, College of Education, at the University of Idaho. The Chair provides leadership in designing and delivering the College's programs at Coeur d'Alene and Boise. The chair oversees the department, and coordinates the academic and administrative functions of the department and maintains a climate of excellence in teaching, scholarly productivity, and service to the public schools and the profession. The chair also teaches courses in and off campus in such areas as school finance, school facilities and planning, middle school administration, administrative theory, and higher education; directs doctoral research and advises graduate students; and conducts individual research and field work.

Candidates must have an earned doctorate in educational administration or closely related field, and a record of teaching, research, and administrative experience in the building and/or central office of a university, administrative and/or administrative supervisor; demonstrated leadership in educational change and improvement; publications and other scholarly activity sufficient to gain acceptance to graduate faculty status; and knowledge/experience in school reform and restructuring. Additional qualifications include one or more of the following: experience in field-based studies and collaborative projects; university/college level teaching experience; and experience in schools in the development and implementation of educational programs.

The University of Idaho is the state's land-grant, and primary doctoral degree-granting institution, and includes ten academic colleges and approximately 16,000 students. It is located in the rolling Palouse hills of northern Idaho with ready access to a full range of summer and winter outdoor recreational opportunities.

Review of applications will begin March 23, 1992, but applications will be accepted until the position is filled. The position is a full-time, tenure-track appointment, and will begin August 1, 1992 or soon thereafter as possible. Salary and rank are negotiable based upon qualifications and experience. Applicants should submit a letter of application, one or two page statement describing a vision of the department, curriculum vitae, current college placement file or three current letters of recommendation, and the names, addresses and phone numbers of four additional professional references. Send to: Dr. Gary G. DeRidder, Search Committee Chair, Department of Educational Administration and Higher Education, College of Education, University of Idaho, Moscow, Idaho 83843. The University of Idaho is an EO/AA employer.

UNIVERSITY OF SCRANTON

School of Management

A temporary non-tenure track position to teach primarily Tax and Law is open in the Accounting Department of the University of Scranton for the 92-93 academic year.

REQUIRED QUALIFICATIONS: JD/CPA is preferred. However, the JD alone or the MBA/CPA and appropriate experience will be considered. The candidate should possess a strong desire to teach. Previous teaching experience is desirable, but not necessary.

THE UNIVERSITY OF SCRANTON is a Jesuit institution with an established reputation for quality, highly rated by U.S. News and other college guides. It is located in a low cost of living community of 80,000 with an excellent quality of life 120 miles from New York City and Philadelphia. Scranton is in the beautiful Susquehanna-Pocono resort area. The School of Management offers the MBA in Accounting, Finance, Marketing, POM, and general MBS. It also serves 1000 undergraduate majors in Accounting, Finance, Management, Marketing and POM.

If you are interested, please send your vita or resume with at least three references to:

Dr. Ronald J. Grando, Chair
Accounting Department
School of Management
University of Scranton
Scranton, PA 18510-4602

The University of Scranton is an Equal Opportunity Employer. Applications from women and members of minority groups are especially encouraged. Applications will be accepted until filled.

**ASSISTANT, ASSOCIATE,
OR FULL PROFESSOR
EDUCATIONAL ADMINISTRATION**

**SPORT PEDAGOGY
(Physical Education)**

Assistant Professor, Oregon State University. Department of Exercise and Sport Science, is seeking applicants for a tenure-track position with primary responsibilities in the areas of sport pedagogy and secondary school physical education. The appointee will be expected to teach undergraduate courses in the Departmental pre-physiology option, teach graduate courses in the area of sport pedagogy, conduct research, direct, and coordinate the academic and administrative functions of the department and maintain a climate of excellence in teaching, scholarly productivity, and service to the public schools and the profession. The chair also teaches courses in and off campus in such areas as school finance, school facilities and planning, middle school administration, administrative theory, and higher education; directs doctoral research and advises graduate students; and conducts individual research and field work.

Candidates must have an earned doctorate in educational administration or closely related field, and a record of teaching, research, and administrative experience in the building and/or central office of a university, administrative and/or administrative supervisor; demonstrated leadership in educational change and improvement; publications and other scholarly activity sufficient to gain acceptance to graduate faculty status; and knowledge/experience in school reform and restructuring. Additional qualifications include one or more of the following: experience in field-based studies and collaborative projects; university/college level teaching experience; and experience in schools in the development and implementation of educational programs.

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**THE ALEX G. NASON PRIZE
2-YEAR COMPUTATIONAL SCIENCE
POSTDOCTORAL FELLOWSHIP
at SYRACUSE UNIVERSITY**



Application Deadline Extended to March 16, 1992

The Alexander G. Nason Prize 2-year computational science postdoctoral fellowship encourages talented applicants to participate in the research of the Syracuse Center for Computational Sciences (SCCS) at Syracuse University. SCCS, directed by Geoffrey Fox, offers an exciting program where researchers use high performance parallel computers on scientific and industrial applications and develop hardware, software, and algorithms.

The Alex G. Nason Prize, a 2-year computational science postdoctoral fellowship for 1992-93, will begin in either the Summer '92 or Fall '92 semester. Individuals who have received a Ph.D. in the past 3 years (Spring '89 or later) are eligible. Preference will be given to individuals with a strong background in interdisciplinary research, combining computer science with applications. Current application areas of interest include Physics, Financial Modeling, Neuroscience, Artificial Intelligence, and Virtual Reality. The parallel computing facilities of Syracuse University, including the Computer Center, the VMEC (VMEC92), the NCUBE2, and the Encore Multimax, will be available to the researcher. The Nason Prize for 92-93 will include a salary of \$60,000 plus fringe benefits, a \$5,000 research grant, and a \$5,000 departmental fund to assist the fellow with relocation, personal equipment, and travel.

For more information, contact Betty LaPlante at (315) 443-7722 or send Email to bill@acs.syr.edu. To apply, send a cover letter, curriculum vitae, and three letters of reference to: Betty LaPlante, Support Coordinator, NIPAC, SCCS, 111 University Hall, Syracuse, NY 13244-4102. Materials must be postmarked on or before March 16, 1992. Syracuse University is an Equal Opportunity, Affirmative Action Employer.

UNIVERSITY OF SCRANTON

School of Management

A temporary non-tenure track position to teach primarily Tax and Law is open in the Accounting Department of the University of Scranton for the 92-93 academic year.

REQUIRED QUALIFICATIONS: JD/CPA is preferred. However, the JD alone or the MBA/CPA and appropriate experience will be considered. The candidate should possess a strong desire to teach. Previous teaching experience is desirable, but not necessary.

THE UNIVERSITY OF SCRANTON is a Jesuit institution with an established reputation for quality, highly rated by U.S. News and other college guides. It is located in a low cost of living community of 80,000 with an excellent quality of life 120 miles from New York City and Philadelphia. Scranton is in the beautiful Susquehanna-Pocono resort area. The School of Management offers the MBA in Accounting, Finance, Marketing, POM, and general MBS. It also serves 1000 undergraduate majors in Accounting, Finance, Management, Marketing and POM.

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**TEIKYO LORETTO HEIGHTS PROGRAM/
REGIS UNIVERSITY**

The Teikyo Loretto Heights Program invites applications for the following faculty position starting Fall 1992:

JAPAN STUDIES: Full-time academic position in Linguistics, Japanese Language, and Japanese Literature. Faculty are responsible for the development and delivery of International Studies, Japan Studies and International Business position. Faculty are responsible for students from Japan, the United States, and other countries. Ph.D. or ABD preferred; Master's with college teaching experience acceptable. Preference will be given to those who have experience teaching a foreign student population.

Send letter of application, resume/curriculum vitae including names, addresses and telephone numbers of three professional references by: March 9, 1992 to:

Teikyo Loretto Heights University
1000 16th Street, Suite 45
3001 S. Federal Street
Denver, CO 80228
EOE

Financial Aid: Assistant Director of Financial Aid. Bachelor's degree and 3 years of experience in financial aid. Bachelor's degree and 3 years of experience in financial aid. Send resume and three letters of reference to Dr. Frank Abbott, Dean, Undergraduate Financial Aid, Regis University, Denver, CO 80205. Review of applications will begin March 1, 1992, 1992.

Foreign Languages: Assistant Professor of Foreign Languages (Teach Track). Assistant Professor of Foreign Languages (Teach Track). Assistant Professor of Foreign Languages (Teach Track). Assistant Professor of Foreign Languages and Literature courses

send, and applications or nominations to: Dr. Frank Abbott, Dean, Undergraduate Financial Aid, Regis University, Denver, CO 80205. Review of applications will begin March 1, 1992, 1992.

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THE JOHNS HOPKINS UNIVERSITY

MILTON S. EISENHOWER LIBRARY

Library Instruction Coordinator and Resource Services Librarian for Education

The Milton S. Eisenhower Library offers the opportunity for an imaginative, energetic librarian to make this strong research library an equally strong teaching library. The library serves a relatively small campus of 2,900 undergraduates, 1,900 graduate students, and about 330 faculty in full-time programs, and another 6,000 students enrolled in continuing studies programs. These part-time students are a growing constituency who particularly value library instruction.

The Eisenhower Library has recently reorganized the way it delivers the full range of instructional development services to the academic community. Its Resource Services department is composed of subject specialists, each of whom is responsible for building close working relationships with the faculty and students in his/her academic discipline or scholarly area. In addition, the provision of general reference and instructional services by all Resource Services librarians reflects its determination to make the Eisenhower Library an excellent teaching library. The Library Instruction Coordinator will play a key role in defining and creating the teaching library at Johns Hopkins.

The Eisenhower Library prizes energy, creativity, and professionalism and offers challenge, independence, and visibility to members of its Resource Services team.

RESPONSIBILITIES:

- Direct the library's instructional programs and coordinate the delivery of instructional services to the University community by working with the other Resource Services librarians, the faculty, and the Dean of Students Office.
- Function as Resource Services librarian for Education.
- Provide reference services, including database searching.
- MLS from an ALA accredited library school; and an advanced degree in a subject area (preferably Education or a related field) or equivalent experience.
- Significant experience in conducting instructional programs in the use of the library and its resources.
- Two or more years' experience in collection development and/or reference.
- Interpersonal, planning, organizational, and leadership skills.
- Willingness to work a flexible schedule (including some evenings and weekends) as part of the team.

The hiring range is \$28,000-\$35,000 depending on education and experience. The search will remain active until the position is filled.

Excellent benefits including life and health insurance, and dental and tuition plan for staff member, spouse, and dependent children.

To apply, send letter of application, résumé and three letters of reference to: Mr. Edward Wastell, The Johns Hopkins University, Homewood Human Resources, 1100 Garland Hall, Baltimore, Maryland 21218.

The Johns Hopkins University is an Affirmative Action, Equal Opportunity Employer.

Smoke-free and Drug-free.

Personnel Director

Butler University seeks a director to review, develop and initiate and guide systems and programs in the areas of employee compensation, employee relations, benefits, performance appraisals, and wages and salary classifications. Bachelor's degree in related field required. Five to seven years of varied experience in the personnel field are preferred with emphasis on supervision and program development. College, university, or other non-profit experience preferred.

Send letter of application and résumé to: Patricia A. Bacon, Assistant Vice President for Administrative Services, Butler University, 4600 Sunbeam Avenue, Indianapolis, IN 46260.

Butler University is an Equal Opportunity Employer. Women and Minorities Encouraged to Apply.



RESIDENCE HALL DIRECTOR State University of New York at Cortland

Ten and twelve-month positions openings. Twelve-month positions require a Master's degree, preferably in Student Personnel Counseling, or other related areas. Ten month positions require a Bachelor's degree. Master's degree preferred. Both positions also require previous residence life experience.

Major areas of responsibility include operation of coeducational residence hall, staff selection and supervision, counseling and administrative tasks. Additionally, hall directors are responsible for coordinating other areas of the residential services program including the Residence Life Conference, educational programming, special programs, and campus development seeking a Major Gifts Officer.

Candidates who have completed a Master's degree will receive a minimum of \$22,500 for 12 months, \$19,200 for 10 months; candidates who have completed a Bachelor's degree will receive a minimum of \$18,000 for 10 months. Each position includes a furnished apartment and excellent fringe benefits. Starting date will be on or around August 1. We will be attending the NASPA Conference in Cincinnati. Applications will be accepted until all positions are filled.

All information should be sent to:

Denise Collins, Chairperson
Director Search Committee
Office of Residential Life
Van Hoosen Building
State University College at Cortland
Cortland, New York 13040-2000
607-753-4724

SUNY at Cortland is an Equal Opportunity/Affirmative Action Employer and is actively seeking a diversified staff.

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Dean

School of Natural Sciences
Sonoma State University
Rohnert Park, California



Sonoma State University is one of the 20 campuses of the California State University. Located 40 miles north of San Francisco, SSU has an enrollment of 17,500 students and 445 full-time and part-time faculty. The University seeks candidates for the position of the Dean of the School of Natural Sciences.

The Position

The Dean provides both intellectual and administrative leadership to the School which serves approximately 1200 undergraduate and 110 graduate students majoring in the following departments:

Biology	Mathematics
Chemistry	Nursing
Computer and Information Science	Physical Education and Health Sciences
Geology	Physics and Astronomy
*Offers Master's Degree	

Working closely with department chairs and faculty of the School, the Dean administers the academic program, serves as a catalyst for development of new programs and the continued evolution of existing programs, promotes and assures progress toward cultural diversity in the faculty and student body, and assures the effective use of human, fiscal, and physical resources. The Dean is responsible for interpreting the needs and aspirations of the School to the University administration, state needs and policies of the University to department chairs and faculty of the School. The Dean, Vice President for Academic Affairs, is covered by provisions of the University's Management Personnel Plan, and serves at the pleasure of the President. The Dean is a member of the University academic leadership team, representing the School in all University matters, including planning and budgeting. The Dean is accessible to students in all matters relating to their educational welfare and coordinates with and interacts to community groups and institutions, as appropriate, the programs of the School.

Qualifications

Required: An earned doctorate and academic credentials supporting a faculty appointment in one of the School departments; undergraduate teaching experience in the candidate's discipline complemented by a record of scholarly research achievement, evidence by appropriate publications or other professional endeavor; a minimum of three years of teaching and administrative experience requiring academic or program director commitment to scholarly-based instruction and programmatic diversity at both the undergraduate and master's level; commitment to increasing cultural diversity among the School's faculty, students and curricula; a history of successful working relationships with students, faculty and administrators; interest in and currency with educational issues and trends; and a clear philosophy of the role of the University.

Desirable: Experience in supporting grant development and research in undergraduate institutions and skill in fostering relationships with the private sector.

Anticipated Date of Appointment: August 3, 1992

Salary: Commensurate with qualifications; includes substantial benefit package. **Application Deadline:** Applications must be postmarked on or before March 2, 1992.

Application Procedures: Send a letter of application explaining interest in and qualifications for the position; a curriculum vitae; and the names, addresses and telephone numbers of five persons who may be contacted for references to:

Dr. James Cole
Chair, Search Committee for Dean of Natural Sciences
Office of the Vice President for Academic Affairs
Sonoma State University
Rohnert Park, California 94928
FAX number: 707-664-3108

Please refer to number P224-9192 on all correspondence about this position.

Sonoma State University is an Affirmative Action/Equal Employment Opportunity Institution and is committed to increasing the diversity of its faculty and staff to reflect the increasing diversity of its student body and the State of California. Applications from women and ethnic minorities are encouraged. The campus, which has a active Disabled Employee Program, also welcomes applications from those with disabilities.

Sonoma State University

1801 East Cotati Avenue • Rohnert Park, CA 94928
A campus of the California State University System

Mount Union College
Alliance, Ohio**ASSOCIATE DEAN OF STUDENTS**

The Associate Dean of Students is responsible for assisting the Dean of Students in the supervision and administration of the Student Services Program. Responsibilities include: directing the residential life program, coordinating the New Student Orientation program, advising Associated Women Students and Panhellenic Council.

Minimum Qualifications: Master's degree in College Student Personnel or related field and significant work experience. Understanding of the relationship between the academic and co-curricular programs at a residential, liberal arts college is expected.

Application Deadline: Send letter of application and resume by March 27, 1992 to Terence S. Taylor, Vice President for Student Affairs and Dean of Students, Mount Union College, Alliance, Ohio 44601. Women and minorities are encouraged to apply.

Starting Date: July 1, 1992.

Residence Life: Residential Director positions in a two-yearly Residential Life program. Residential Directors are responsible for the overall administration of residential life, including supervision and evaluation of student staff, and for the recruitment, selection, supervision and evaluation of student staff. Residential Advisors, one Administrative Assistant, one Residential Life Desk Clerk, advisor to the RHA and one Residential Life Maintenance Director. Graduate school orientation, freshman orientation, and administrative support for the Residential Life program. Qualifications: Bachelor's degree, enrollment in a graduate program.

Residence Life: Director of Residence Life responsible for staff selection, training and supervision; orientation; assessment; summer conferences; and student staff. Master's degree preferred. Annual salary \$10,000 (taxable), per month plus room and board (when in residence). Positions available for a 10-month appointment; possible summer extension. Positions available in mid July, 1992. To apply, send resume, three letters of reference with phone numbers, and undergraduate transcripts to: Terence S. Taylor, Office of Residential Life, Mount Union College, 1000 University Street, Alliance, Ohio 44601. All applications will be received by March 20, 1992.

Residence Life: Director of Residence Life responsible for staff selection, training and supervision; orientation; assessment; summer conferences; and student staff. Master's degree preferred. Annual salary \$10,000 (taxable), per month plus room and board (when in residence). Positions available for a 10-month appointment; possible summer extension. Positions available in mid July, 1992. To apply, send resume,

SWT
DEAN, SCHOOL OF SCIENCE

SOUTHWEST TEXAS STATE UNIVERSITY
San Marcos, Texas

Michigan State University invites applications and nominations for the position of the Dean of the Graduate School and Assistant Provost for Graduate Education



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VICE PRESIDENT FOR ACADEMIC AFFAIRS

California State Polytechnic University, Pomona, invites applications and nominations for the position of Vice President for Academic Affairs. Cal Poly Pomona, a public university, is one of 20 campuses in the California State University. The campus is located approximately 30 miles east of downtown Los Angeles and is part of one of the most dynamic economic and cultural regions in the country. The university is noted for its scenic and historic 1,400-acre campus, its 1,000-acre ranch of coastal magnate W. K. Kellogg, located within an hour's drive of both Los Angeles and the desert. Within a 2 1/2 radius of the university is a multi-cultural, multi-ethnic population of nearly 3.8 million people. Cal Poly Pomona has a rapidly growing student population, currently at 19,000 (14,600 FTEs) and approximately 58% ethnic minorities. Students are enrolled in 55 baccalaureate and 16 master's degree programs, with approximately 900 full-time and part-time faculty. During the 1990-91 academic year, the university conferred 2,861 bachelors and 291 master's degrees. The university is committed to diversifying its faculty and staff, and has made educational equity one of its highest priorities.

The Position

The Vice President for Academic Affairs is responsible for providing leadership and management for all instructional and academic support areas of the university. As the university's chief academic officer, the Vice President oversees academic quality, a university environment conducive to collegiality, diversity, and open discussion, and an appreciation and respect for ethnic, cultural, and social diversity. One of four senior executive officers, the Vice President for Academic Affairs reports directly to the President and serves as chief executive officer in the President's absence. Reporting to the Vice President for Academic Affairs are the deans of the Schools of Agriculture, Arts, Business Administration, Engineering, Environment, and Sciences; the Director of the University Library; the Dean of Continuing Education; the Associate Vice Presidents for Academic Affairs; for Academic Programs; the Office of Analytical Studies; the Office of Research and Sponsored Programs; the Faculty Center for Professional Development; the Instructional Technology Center (which includes Distance Learning), the International Center, and the Institute for Regenerative Studies.

Duties and Responsibilities
The Vice President for Academic Affairs is responsible for planning, organizing, and administering the university's academic programs. The Vice President oversees the development and implementation of policies affecting the university's academic programs and ensures the periodic evaluation of these programs, and ensures maintenance of the university's academic standards. The Vice President directs the recruitment and hiring of all academic personnel; promotes affirmative action efforts to diversify the faculty and staff; reviews and recommends actions on appointment, retention, tenure, and promotion of faculty; and oversees all other faculty personnel matters. The Vice President is a member of the President's Cabinet in the overall planning and campus communities; promotes educational equity efforts among all academic units; participates in the development and fund-raising activities of the university; and carries out other duties as assigned by the President.

Qualifications
Candidates for the position must hold an earned doctorate or other terminal degree from an accredited institution; demonstrate a successful record of achievement in teaching, research, and scholarship; and have the appointment to a full professor in an academic department. Candidates must also demonstrate successful experience as an academic administrator in higher education, for at least three years in a position at or above the level of dean. All candidates will be evaluated on the ability to provide effective leadership within the context of a decentralized mode of administration, involving consultation with campus constituents and demonstrated skill in developing good working relations with people from diverse backgrounds. Candidates must demonstrate knowledge of and experience in comprehensive academic planning and evaluation, successful experience in campus community, ability to write and speak effectively. It is essential that all candidates demonstrate their ability to be responsive to the educational goals of the university and its increasingly diverse ethnic, cultural, and international character.

Appointment Date

The university seeks to fill this position by August 1, 1992, but is willing to negotiate a later date as appropriate.

Compensation

Starting salary will be competitive and commensurate with qualifications and experience. The position includes a broad, attractive benefits package.

Nominations and Applications

Nominations and applications should be addressed to:
Academic Vice President Search Committee
c/o Dr. Bob H. Suzuki, President
California State Polytechnic University
800 University Temple Avenue
Pomona, California 91768-4020

Nominees for the position will be invited to apply. All candidates must submit a completed formal application, which will consist of the following: a) letter of interest, including a statement of how the candidate satisfies the position qualifications listed above; b) a current curriculum vitae; c) three letters of assessment of the candidate's qualifications for the position. Finalists for the position should be prepared to provide three letters of reference upon request. Review of completed applications will begin on March 16, 1992 and will continue until the position is filled.

California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer. The university hires only individuals lawfully authorized to work in the United States.



Pittsburgh, Pennsylvania 15232

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Chatham College, an independent liberal arts college for women located in Southwestern Pennsylvania, is seeking a Vice President for Institutional Advancement. Reporting to the President of the College, the Vice President oversees development, alumnae and public relations. A significant fundraising record is required, with at least three years in educational and nonprofit setting. A self-starter with strong leadership, management and interpersonal skills required.

Chatham College, located in Pittsburgh, has an enrollment of 650 students. The College, now in its 123rd year, has reaffirmed its commitment to the education of women and is beginning a period of academic and institutional renewal.

Salary is competitive. Position is available immediately. Candidates must submit a letter of interest, a current résumé, and the names, addresses and phone numbers of three references to:

Personnel Office
Chatham College
Woodland Road
Pittsburgh, PA 15232
EOE

Review of résumés will begin March 15.



Western State College of Colorado, Gunnison, Colorado 81230

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Western State College of Colorado is a public liberal arts institution of approximately 3,500 students and 116 faculty members with twenty-one majors including professional work in education, business, and recreation. The College is in the mountain town of Gunnison (population 4,600), 200 miles southwest of Denver. The Vice President for Academic Affairs reports to the President and has responsibility for the academic mission of the College.

Those interested in or being nominated for the position should:

- have an earned doctorate, preferably in a liberal arts discipline
- have experience as a faculty member in a liberal arts college or an appropriate discipline in a university
- have at least three, including department chair, of administrative experience in a liberal arts college or university
- be devoted to creating engaged, innovative, interdisciplinary and academically demanding undergraduate education
- have the energy, vision, commitment to diversity and organizational gifts to play a crucial role in completing the conversion of the college into a fine public liberal arts institution.

The College strongly encourages the application and nomination of women and minorities. Salary and benefits are competitive.

Applications and nominations are due April 3, 1992, with the appointment to begin as soon as possible after selection. Applications should include a letter of interest, a vita and five references. References will not be contacted without the permission of the candidates.

Please send applications to: Kaye H. Howe, President
Western State College
Gunnison, Colorado 81231

Western State College, one of four members of the State Colleges of Colorado, is an Affirmative Action, Equal Opportunity Employer.

Applications and nominations are invited for the position of Vice President for Academic Affairs of Palm Beach Atlantic College. Candidates should be experienced academic administrators who will serve as strong advocates for the academic program both within the college and across various external constituencies. Individuals must possess a doctorate in an appropriate discipline and have experience in college/university administration, have a record of dynamic leadership, and demonstrate a demonstrated ability to articulate an appreciation for diversity in the classroom; successful teaching, research and publication; and initiative in developing and launching new educational programs. The Vice President for Academic Affairs reports to the President. Reporting to the Vice President for Academic Affairs are the academic division chairpersons, registrar, librarian, and other academic administrative officers.

The position is available June 1, 1992. The application deadline is March 1, 1992 and is located on the Intracoastal waterway in downtown West Palm Beach, Florida.

Please submit résumé or letter of nomination to:

Carey C. Newman
Chair, Screening Committee
Palm Beach Atlantic College
P.O. Box 24700
West Palm Beach, FL 33416-4700

Palm Beach Atlantic College is an Affirmative Action, Equal Opportunity Employer.

Applications and nominations are invited for the position of Special Education from the University of Texas at Austin. Texas 78712. The University of Texas at Austin is an Equal Opportunity Employer.

Requirements: Doctorate in Special Education, minimum of three years of teaching experience in a public school setting, and three letters of recommendation from three individuals.

Reference: Dr. Vicki L. Hart, Department of Special Education, 200 Bienville, Stop A6600, West Hartford, Connecticut 06117. Screening of applications will begin on March 1, 1992.

Special Education: Tenure track, Assistant Professor.

Spanish: Assistant Professor.

Spanish

Black Colleges Criticize Firing of Bush Adviser

By SCOTT JASCHIK

WASHINGTON

Education Department officials have confirmed that Robert K. Goodwin has been removed as head of the office that coordinates Bush Administration assistance to historically black colleges.

The failure of department officials to say why Mr. Goodwin was fired prompted criticism from black-college officials. They said that recent department actions had led them to question the commitment of the Bush Administration to black colleges.

Mr. Goodwin, who was unavailable for comment last week, directed the White House Initiative on Historically Black Colleges and Universities. The initiative, created by President Bush with an executive order, seeks to involve government agencies with black colleges. Mr. Goodwin's office also coordinates the work of the President's Board of Advisers on Historically Black Colleges and Universities.

Acting Director Named

A spokeswoman for the Education Department said last week that Hazel Mingo, a special assistant to Mr. Goodwin, had been named acting director of the office. The spokeswoman said she did not know when a permanent appointment would be announced.

Education Department officials declined to discuss the reasons for Mr. Goodwin's departure except to issue a statement from Carolyn Reid-Wallace, Assistant Secretary for postsecondary education. The statement said: "Political appointees serve at the pleasure of the appointing official. This is a fact of life in political government service as the men and women in these positions well know. As Assistant Secretary, I reserve the right to choose my own staff, as would any good manager."

James E. Cheek, chairman of the advisory board on black colleges, said he was "very disturbed and very disappointed" by the decision to fire Mr. Goodwin. "I thought he was doing an excellent job," added Mr. Cheek, who is president emeritus of Howard University.

A Complete Shock

William P. Hytche, president of the University of Maryland-Eastern Shore and another member of the panel, said the firing was "a complete shock."

Mr. Cheek said members of the advisory panel were concerned that President Bush did not know how the recent developments were seen by black-college leaders. "This is seen as another indication that the commitment to historically black colleges by the Administration is lukewarm," said Mr. Cheek.

He added that he believed President Bush had a "genuine and substantive commitment" to black colleges, but said it was unclear whether other members of the Administration shared that commitment.

Many college officials hope that Sen. Claiborne Pell, a Rhode Island Democrat and chief sponsor of the reauthorization bill,

Mr. Cheek also said the advisory board did not intend to abandon its plans to push the Administration for more money for black colleges. Ms. Reid-Wallace, in a recent letter to advisory-board members, said the committee should focus on helping with President Bush's school-reform plans and not seek more money.

Reports Go to Bush

"Our institutions are already underfunded, so we cannot comply with that request," said Mr. Cheek. He said black colleges were already helping with school reform and wanted to do more. But, he added, the Administration would have to provide additional funds for that to happen.

Mr. Hytche said he did not think other committee members would comply with Ms. Reid-Wallace's suggestion that they not ask for more money. Mr. Hytche noted that members were appointed by Mr. Bush and that their reports eventually go to the President.

"I don't think the President would think much of us if we didn't give it to him straight," he said.

Ties Between Financial Institutions and College Officials Questioned

Continued From Page A21
banks or companies with interests in the existing loan programs.

"Billions of dollars a year of public money are going into higher-education institutions," Mr. Andrews says.

"That doesn't mean we should have the right to dictate university policy," he adds. "But when we have a political issue where a university is taking a stand on a legislative issue before the Congress, I think there ought to be some ethical standards attached to it."

"I think the appropriate thing for the schools to do is to disclose their stock interest with respect to Sallie Mae and the membership of their boards with respect to the banking industry," Mr. Andrews says.

Agreement in the Senate

"There's nothing illegitimate about anyone expressing a point of view about this idea, provided that there is full disclosure and provided that they excuse themselves

from any voting or leveraged lobbying to affect the outcome of an institution's decisions."

A spokeswoman for Sallie Mae says hundreds of colleges own stock in the company. She notes that the largest shareholder, Harvard University, is a vocal proponent of direct loans.

Sen. Paul Simon, the Illinois Democrat who has proposed a direct-loan plan in the Senate, agrees with Representative Andrews's concerns. "Someone who has an obligation to one specific-interest entity—especially a profit-making entity—should not be setting university policy on an issue that affects that special interest," he says.

Mr. Simon publicly questioned the objectivity of Northwestern University at a press conference he held in October to publicize his direct-loan idea. The Senator charged that Northwestern's criticism of direct loans was influenced by William I. Ihlanfeldt, who is the

Government & Politics

Government & Politics

university's vice-president for institutional relations and vice-chairman of Sallie Mae.

Robert M. Shireman, Senator Simon's chief education aide, says Mr. Ihlanfeldt and other board members of Sallie Mae have no choice but to support the company's position on policy questions. "He has a fiduciary responsibility to the shareholders of Sallie Mae," Mr. Shireman says.

We're Inviting Chaos

Mr. Ihlanfeldt, though, says his belief that Senator Simon's direct-lending plan is a bad idea for Northwestern is based on 27 years of experience in student aid.

"What he's proposing is that we have 10,000 lenders," Mr. Ihlanfeldt says. "I think we're inviting chaos."

Mr. Ihlanfeldt adds that he discloses his ties to Sallie Mae whenever he talks with colleagues about student-aid proposals. "I wear it right on my sleeve," he says.

At least one college president has testified before Congress against direct loans without mentioning his testimony that he was

a director of a company that is a

concerns about their cost, the liabilities they could pose for col-

purchaser of student loans. William E. Trueheart, president of Bryant College, spoke at a Senate hearing in October without noting his relationship with the New England Loan Marketing Corporation.

"I didn't think it relevant at the time," says Mr. Trueheart, who notes that his position with the company is "public information." He says his testimony was based on whether direct loans were in the best interest of his college and other small, liberal-arts institutions.

Some observers acknowledge that questions about possible conflicting interests should be asked, but they charge that the debate about direct loans is a poor forum for illustrating the influence of special interests. There are many reasons why college officials oppose direct loans, the observers say:

The banks and companies that are non-voting "constituent members" of the national association contribute less than 5 percent of the group's revenue. Mr. Martin

says. "If all of that went away tomorrow, NASFAA as an association is not going to go out of business."

Others, though, criticize the relationships that individual aid administrators have developed with banks or with the College Scholarship Service, the arm of the College Board that is responsible for processing aid applications.

"There aren't an awful lot of perks in that job, but there are people—be they lenders or the College Scholarship Service—that can provide kinds of benefits to people," says Richard T. Jerue, an education aide to Rep. Pat Williams, a Montana Democrat. He criticizes aid officers who sit on CSS advisory panels and accept free air fare and hotel rooms when the panels meet.

Anne M. Sturtevant, director of

student aid at Emory University and a member of a College Board panel, says such charges are "offensive." She says the aid officers who agree with the College Board's position—that application fees are not an obstacle for most students and should be waived only for the neediest students—far outnumber aid officers who hold seats on College Board panels.

"I think the number of people that are on committees or in a position to have trips paid for is very, very small," Ms. Sturtevant says. She adds that the complimentary accommodations are common for college officials in "every professional association."

"We're not being wined and dined," Ms. Sturtevant says. "We're working."

Controversial Amendments to Higher-Education Bill Expected in Senate

By THOMAS J. DELOUGHRY
WASHINGTON

The Senate is expected to consider—perhaps as early as this week—a number of controversial amendments to legislation that would reauthorize the Higher Education Act:

■ An amendment from Sen. Larry E. Craig, an Idaho Republican, that would bar colleges from disciplining students who violate hate-speech codes.

■ An amendment from Sen. Paul Simon, Democrat of Illinois, and Sen. Dave Durenberger, Republican of Minnesota, that would create a direct-loan program to complement existing student-loan programs.

■ An amendment from Sen. Nancy L. Kassebaum, Republican of Kansas, that would eliminate language that would make Pell Grants an "entitlement" in fiscal 1997.

■ An amendment from Sen. Jesse A. Helms, Republican of North Carolina, that would prohibit Pell Grants for prisoners.

■ An amendment from Sen. Robert C. Byrd, Democrat of West Virginia, that would prohibit Pell Grants for students who are members of the Ku Klux Klan.

■ An amendment from Sen. John C. Danforth, Missouri Republican, that would prohibit Pell Grants for students who are members of the Communist Party.

■ An amendment from Sen. John H. Chafee, Rhode Island Democrat, that would prohibit Pell Grants for students who are members of the National Organization for Women.

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WASHINGTON UPDATE

- Reagan Administration official named to student-aid post
- Colleges would pay more for postage under Bush budget plan
- White House criticizes drug and alcohol abuse on campuses

Carolyn Reid-Wallace, Assistant Secretary of Education for postsecondary education, last week appointed a former Reagan Administration official to oversee federal student-aid programs.

Gerald Riso will be Deputy Assistant Secretary for student financial assistance. He replaces Michael J. Farrell, who resigned in December after eight months in the post.

Mr. Riso held a series of federal jobs during the Reagan Administration, serving at the Interior Department and the White House Office of Management and Budget.

He worked as a consultant to the Education Department during the past year, aiding Mr. Farrell with his efforts to reorganize the agency's student-aid operations.

—THOMAS J. DELOUGHRY

Colleges will face much higher postage costs if Congress adopts President Bush's budget proposals.

Mr. Bush proposed slashing non-profit postal subsidies from their current level of \$470-million to \$122-million for the 1993 fiscal year. Under the proposal, non-profit organizations, including colleges and universities, would be

forced to pick up a greater portion of their mailing costs.

In addition, non-profit organizations would lose the option of obtaining some types of reduced rates. For example, the proposal would bar the use of non-profit, second-class rates on publications in which advertising occupies more than 10 per cent of the space.

Presidents Reagan and Bush proposed similar cuts in non-profit postal subsidies in the past. While Congress has moved toward forcing non-profit organizations to pay more of their postage costs, lawmakers have rejected reductions as sweeping as those Mr. Bush proposed last month.

The report cited a 1991 survey of college students to demonstrate the severity of the drinking problem on the campuses. Three-quarters of the college students who answered said they had used alcohol in the month before the survey.

The report from the drug-control office, which is directed by former Florida Gov. Bob Martinez, chided some colleges for not enforcing federal laws that require them to penalize students for using drugs.

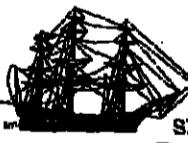
"Some colleges and universities seem to operate as if the laws against drug and alcohol use do not apply to them," it said. "At such institutions, for example, more attention may be given to student expressions that are offensive, but nonetheless within the law, than is given to violations of federal and state drug and alcohol laws."

—SCOTT JASCHIK

The White House drug-control office has announced plans to take aim at underage drinking on college campuses and criticized some colleges for failing to do enough to stop drug use.

—T.J.D.

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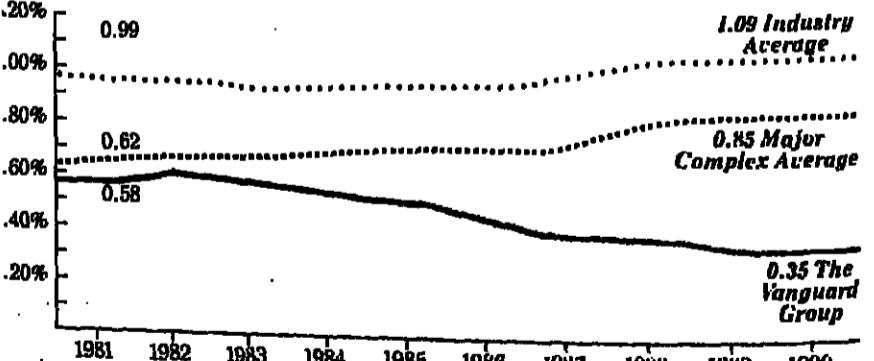
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The chart depicts the Vanguard Low-Cost Advantage. The average 1990 expense ratio of the major mutual fund complexes is 143% higher than Vanguard's average expense ratio. The average 1990 expense ratio for the mutual fund industry is 211% higher. Source: Lipper Directors' Analytical Data, First Edition, 1991.

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WASHINGTON ALMANAC

IN FEDERAL AGENCIES

Audits. The Department of Commerce has issued interim final rules that will make changes in the way some colleges and universities perform audits required by the government. Comments must be received by March 9 (*Federal Register*, February 7, Page 4715-6).

NEW BILLS IN CONGRESS

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Agriculture. H.R. 4185 would establish the Morris K. Udall Scholarship and Education Foundation to provide grants for environmental research and health-care training. By Representatives: Dibrell (D-Wis.) and two others.

Taxes. H.R. 4166 would exempt from federal gift taxes the guarantees by parents of loans taken out by their children for higher education. By Representative: Darden (D-Ga.).

SENATE

Environmental grants. S. 2184 would establish the Morris K. Udall Scholarship and Education Foundation to provide grants for environmental research and health-care training. By Senator: DeConcini (D-Ariz.) and McCain (R-Ariz.).

International cooperation. S. 2140 would end a ban on the use of Agency for International Development funds to establish ties between universities in the United States and those in the former Soviet Union. By Senator: Murkowski (R-Alaska) and Stevens (R-Alaska).

Scientist immigration. S. 2191 would give scientists from the Commonwealth of Independent States priority consideration for all United States Government exchange and scholarship programs. By Senator: Brown (R-Colo.) and Dole (R-Kan.).

Student aid. S. 2217 would carry amendments to President Bush's proposed amendments to the Higher Education Act. By Senators: Dole (R-Kan.) and DeMint (R-N.M.).

Teacher education. S. 2196 would establish a Teacher Job Bank Program that would, in part, assist new college graduates seeking to become teachers. By Senator: Roth (R-Del.).

CONGRESSIONAL HEARINGS

Since changes frequently occur with little advance notice, it is advisable to check with committees on or near the hearing dates.

HOUSE OF REPRESENTATIVES

Agriculture research. February 16. Hearing on research related to the use of pesticides in crop production. Contact: House Agriculture Subcommittee on Research, Development, and Foreign Agriculture; (202) 225-3896.

Science education. February 27. Hearing on science education. Contact: House Science, Space, and Technology Subcommittee on Science; (202) 225-3844.

National Science Foundation. February 25-26. Hearings on the reauthorization of the National Science Foundation. Contact: House Science, Space, and Technology Subcommittee on Science; (202) 225-3844.

SENATE

Agriculture research. March 3. Hearing on the reauthorization of the Agricultural Research Service, the Cooperative State Research Service, and the Extension Service. Contact: Senate Appropriations Subcommittee on Agriculture, Rural Development, and Related Agencies; (202) 224-7202.

National Science Foundation. March 19. Hearing on the proposed budget for the National Science Foundation and the Office of Science and Technology Policy. Contact: Senate Appropriations Subcommittee on Veterans Affairs, Housing, and Urban Development; and Independent Agencies; (202) 224-7231.

Background Checks

Mr. Hagan, Mr. Hamerow, and Mr. Kors all confirmed that the Federal Bureau of Investigation had conducted background checks on them. The investigations are standard before a Presidential nomination. The three said they were not at liberty to reveal which Presidential council they were being considered for. Ms. Fox-Genovese said she "assumes" that the FBI had conducted such a check on her.

Nine nominations to the council

New Fight May Be Brewing Over Humanities Council

Continued From Page A21
President Bush's proposed amendments to the Higher Education Act. By Senators: Dole (R-Kan.) and DeMint (R-N.M.).

Teacher education. S. 2196 would establish a Teacher Job Bank Program that would, in part, assist new college graduates seeking to become teachers. By Senator: Roth (R-Del.).

Supreme Court

has been packed, to insure the dominance of the right wing. I don't think that is what the American people and other scholars want to happen to the NEH."

Mr. Aronowitz was the founder

of the Union of Democratic Intellectuals, a group that supports multiculturalism, feminism, and diversity in the curriculum.

Stanley Katz, president of the American Council of Learned Societies, called the expected nominations "disappointing."

"A battle should not be fought over labels but over qualifications," he said. "These nominees are open-minded and fair-minded people."

Membership in the NEH does not

guarantee that someone is politically conservative, Mr. Balch added.

"These people are all over the

place in their views and in their scholarship, and in respect to the kind of scholarship they like," he added.

John Hammer, director of the National Humanities Alliance, said that it was too early to tell if the NEH leadership has met the Congressional requirement that members of the council represent a range of views. "We won't really be able to look at the question of balance until we see the other five nominees," he said.

Sen. Cluiborne Pell, Democrat of Rhode Island and chairman of the subcommittee with jurisdiction over the NEH, would not comment on the possible nominations last week.

During the Iannone fracas last

year, Senator Pell stressed the

need for political balance on the council, and he recently endorsed a statement by the National Humanities Alliance that called for "a diversity of views" on the council.

Liberal scholars speculated that Mrs. Cheney might be trying to embarrass Mr. Pell with the nomination of Mr. Hagan. While an active supporter of Republican causes, Mr. Hagan also has made political contributions to Senator Pell, whom Mr. Hagan praised "as working actively on behalf of higher education."

The scholars believe that Mrs. Cheney, in proposing Mr. Hagan for one of the openings, may be trying to put Senator Pell in the difficult spot of having to oppose someone who has contributed to his campaign.

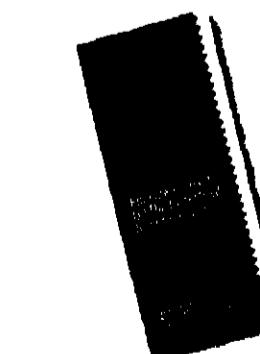
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Give & Take

The board of directors of the Stanford University Bookstore announced last week that it would review its employees' compensation after a published report said the top managers received annual salaries of more than \$100,000, along with a vacation home, a motor home, a sailboat, and the use of luxury cars as perquisites.

A report in the student newspaper, *The Stanford Daily*, said the salaries of Eldon Speed, general manager of the store, and Philip Chinamanic, assistant manager, may be the highest among the nation's college-bookstore executives.

The vacation home, valued at about \$400,000, and the motor home are leased by the bookstore from a consulting company owned by Mr. Speed and Mr. Chinamanic, the article said, and the bookstore is the company's only client.

The bookstore is a non-profit corporation that is independent of the university, but its board is composed entirely of Stanford faculty and staff members and students.

In a statement, the board said it believed the senior managers' salaries were in line with those paid by other leading college bookstores, but it "was not as well informed as it should have been on various aspects of employee compensation more generally." The board said it planned to hire a lawyer and possibly an accountant to direct the review.

Wellesley College may have set a new record for fund raising by a private liberal-arts college when it closed its capital campaign with a \$167-million in gifts and pledges.

Over the past five years, Wellesley sought \$150-million. Last month the women's college officially closed the books on the drive, having exceeded its goal by \$17-million.

That success is believed to put Wellesley at the top of private liberal-arts colleges for money raised in a capital campaign. It exceeds the \$163-million that Smith College raised in a five-year campaign that ended in 1989, and the \$138-million that Mount Holyoke College raised in a five-year drive that ended in December.

When Wellesley announced its campaign nearly three years ago, it had already quietly raised \$65-million in gifts and pledges. Slightly more than 80 per cent of Wellesley's alumnae made at least one donation to the campaign. The largest gift was a \$10-million donation from an alumna and her husband.

Of the nearly \$170-million raised, \$61-million will be added to the college's endowment, bringing it to \$435-million. The remainder will go to academic projects, improvements in student housing, operating expenses, and special research centers, among other things.

The Occidental College library, which received no increase in its budget this year, worries about the number of books with pages grown-brittle with age. About 25 per

Business & Philanthropy

Rising Costs and Dwindling Budgets Force Libraries to Make Damaging Cuts in Collections and Services

Continued From Page A1

enough to counter the effects of the cutbacks. Librarians worry that years from now researchers will be frustrated by "holes in the early 1990's" in research collections because certain scholarly works weren't purchased.

Economics Up and Down the Line'

Librarians predict that the financial crisis sweeping through higher education will force a fundamental reshaping of the mission of research libraries. Once repositories for comprehensive collections of scholarly works, research libraries increasingly will become dependent on other libraries to provide access to research materials, they say.

"We're being forced to have economies

cent of its 500,000-volume collection is virtually useless.

■ San Jose State University's Wahlquist Library had 10 per cent of its \$6.5-million budget sliced this year. Among other measures, the library now is operating 16 fewer hours a week.

Although the severity varies, no college library seems to be immune from the cuts. Many librarians say public institutions have been hardest hit, since their budgets are at the mercy of state governments, most of which are struggling in the recession.

Sharp Rise in Serial Prices

A 1991 survey by the Association of Research Libraries of 80 of its member institutions reported that 52.7 per cent faced budget reductions last year. Just over 60 per cent expected budget cuts this year. Libraries that have had increases say they are too slight to cover rising costs.

According to the American Library Association, the average price of U.S. periodicals increased almost 400 per cent from 1977 to 1990. The association also reports that the average price of a hardcover book has more than doubled in the same period, to \$40 from \$19.

The soaring costs have led many colleges and universities, large and small, to reduce considerably the number of journals and books they purchase (*The Chronicle*, December 11, 1991).

ARL Statistics 1990-91, to be released later this month, shows that serial prices have risen 72 per cent since 1986. The survey reports that libraries spent 70 per cent more on serials in 1991 than in 1986, but the number of titles they purchased declined by 2 per cent. Officials fear the cuts will have devastating effects on research.

■ Florida Atlantic University's libraries budget dropped from \$3.1-million to \$1.3-million in just two years. Librarians canceled subscriptions to 1,550 of 5,200 serials to save \$600,000.

■ The libraries at Stanford University, looking to save \$3.1-million over the next few years, are considering laying off about 10 per cent of their staff, among other measures. A committee also has recommended closing the main undergraduate library and merging it with other libraries on the campus.

■ The campus libraries at the University of Minnesota-Twin Cities, hoping to save money through restructuring, plan to close their natural-history branch. Twenty-three jobs have been left unfilled, and many of the 11 campus libraries are minimally staffed.

■ Yale University's Sterling Memorial Library needs tens of millions of dollars in repairs. Present conditions leave many books susceptible to damage, library officials say. On rainy days, staff members known as "plastic patrols" throw plastic sheets over books that are vulnerable to roof and window leaks. This year, it will buy just 12,000.

"The quality of the library is being compromised," Ms. Whitchurch says. "It's going to have long-lasting effects. The library is an investment in the future. And the in-

vestment is just not able to be made, should be."

The decision to buy journals instead of books worries some officials, who wonder whether their collections might be "out of kilter" since undergraduates are more on books. "Students in a few years will come up and say, Where's this? And I'll have to say we weren't able to," Mr. Miller says.

Consolidating Operations

To avoid severe cutbacks in many libraries are reducing costs by cutting their staffs and consolidating operations. The University of Minnesota-Twin Cities campus libraries will not hire to fill 23 openings, including those for librarians, clerks, and technicians. As a result, books are catalogued and reshelfed more slowly and staff members must retrain to fill needed positions.

Other libraries, meanwhile, are worried about whether they can afford to keep books already on their shelves in good condition. Librarians say they simply are not able to put as much money as necessary into book preservation.

Yale University librarians estimated



Yale's Millicent D. Abell: "Given the fact that we're considered one of the meccas of scholars, we have a special responsibility for preservation."

about 80 per cent of their nine-million-volume collection is printed on acidic paper, which becomes brittle with age. About 3.5 million volumes—nearly 40 per cent of the collection—are no longer readable. "Given the fact that we're considered one of the meccas of scholars, we have a special responsibility for preservation," says Millicent D. Abell, university librarian. "And we could—if we had additional money."

Books can be preserved by several methods, including de-acidification, freezing, and electronic means. To pre-

"We have to come up with new ways of sharing the cost of providing access.

It cannot be handled by institutions' acting in isolation from each other."

computers. They are providing computerized indexes, and a few have even bought the full text of journal articles in electronic form. But the desire to stay current sometimes comes at the expense of traditional materials and personnel, librarians say.

The decisions that libraries make about

how much to spend on what do not make everyone happy. Indeed, librarians agree that the financial crisis is affecting the morale of students and library staffs.

Students are grumbling about having to wait in long lines because there aren't as

Continued on Page A30

many librarians as there used to be. "The demand isn't going away. It's increasing," says Helen B. Josephine, information manager of Arizona State University's fee-based service. "As companies downsize, they are doing away with their information services in-house. So they come to the libraries. They come to us."

Some fee-based services began as university-state partnerships to encourage economic development, while others started as efforts to help local communities. Most charge their clients an hourly research fee of \$60 to \$75, which covers photocopies, supplies, and delivery.

Last fall the University of Illinois Library started its own service. David P. Ward, manager of Purdue's Technical Information Service: "Our side benefit is money. The library wouldn't want us to be an out-of-pocket expense."

Continued on Following Page

Recession Pushes Libraries to Cut Back on Acquisitions of Literary Archives

By LIZ McMILLEN

Not so long ago, major research libraries had thousands of dollars—or more—at their disposal to buy literary archives and manuscripts, a fiercely competitive area of collecting. Led by the University of Texas at Austin, research libraries went on a literary collecting spree.

Today, librarians and rare-book sellers alike have one word to describe the market for manuscripts: "depressed."

Like almost everything else in higher education, library budgets are in a slump. Universities say they have less money to spend on special archives, and booksellers report that it is getting harder and harder to sell the materials.

"The big boom days are over," says Bart Auerbach, a rare-book and manuscript dealer and a consultant to Christie's auction house. "Now it takes a lot of time and patience to place an archive. It's still going on, but much more selectively."

Fund-Raising Appeals

Many research libraries are scrambling to find new sources of money to support their acquisition of literary archives and collections. Some libraries—such as those at Indiana and Yale Universities—have endowments that generate funds to buy materials. Others tap an "angel"—a donor who can give money to purchase items of particular interest. More are turning to fund-raising appeals to support acquisitions.

As the shape of literary studies changed over the years, university libraries began to collect the manuscripts and correspondence of 20th-century poets, novelists, and other literary figures, pushing up the demand for such materials. Some universities chose to concentrate on contemporary archives because they realized that they couldn't compete against older institutions with more established collections.

At one point, writers received tax deduction for donating their manuscripts to a library. But that deduction was eliminated in 1969, prompting some writers to shop their papers around in search of a buyer.

Many universities continue to receive a large number of donated collections.

Authors often make arrangements to give

their works because they attended the university—the case with John Updike and Harvard, for instance—or because of re-

effect, taking a gamble on literary reputation, hoping that an author's standing will solidify over time.

Although rumors crop up about institutions' paying seven figures for collections—one such rumor swirled around the New York Public Library's acquisition last year of Vladimir Nabokov's archives, perhaps the most significant collection to change hands recently—many curators say costly acquisitions are rare. In fact, details about most purchases remain closely held.

Extensive Collection at U. of Texas

The most aggressive institution has been the University of Texas at Austin, the home of the Harry Ransom Humanities Research Center. Flush with oil money in the 1960's and 70's, the university built an extensive collection of American, English, Irish, and French writers, including Tennessee Williams, James Joyce, George Bernard Shaw, and Graham Greene.

Thomas F. Staley, director of the Humanities Research Center, says libraries, including his own, have been hit hard by state budget cuts and, in the case of foreign transactions, by the declining value of the dollar. "We're obviously not as strong as we once were," Mr. Staley says. "Like all state institutions, [the University of] Texas is subject to the rise and fall of state economies." The center continues to be an active player in manuscript acquisition, Mr. Staley adds, mentioning recent purchases of the papers of John Fowles and a private collection of Joyce material.

At one point, writers received tax deduction for donating their manuscripts to a library. But that deduction was eliminated in 1969, prompting some writers to shop their papers around in search of a buyer.

Many universities continue to receive a large number of donated collections. Authors often make arrangements to give their works because they attended the university—the case with John Updike and Harvard, for instance—or because of re-

Continued on Following Page

Many Institutions Conduct Research for Companies for a Fee, but Others Assail the Practice

By JULIE L. NICKLIN

When officials of the Detroit Steel Products Company wanted to learn about potential European markets for their automotive products, they called the Kranmer Library at Purdue University.

Researchers at the library's Technical Information Service found about 100 articles indicating that the company's prospects in Europe might be good. The service billed the company about \$275.

More than 100 college and university libraries have services like Purdue's that conduct research for companies for a fee. As libraries watch their costs rise and budgets shrink, some view such services as a source of much-needed revenue.

Some critics, however, charge that the fee-based services are an inappropriate activity for non-profit institutions.

Library officials say the services began



Suzanne M. Ward, manager of Purdue's Technical Information Service: "Our side benefit is money. The library wouldn't want us to be an out-of-pocket expense."

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MICHAEL VARGISH FOR THE CHRONICLE

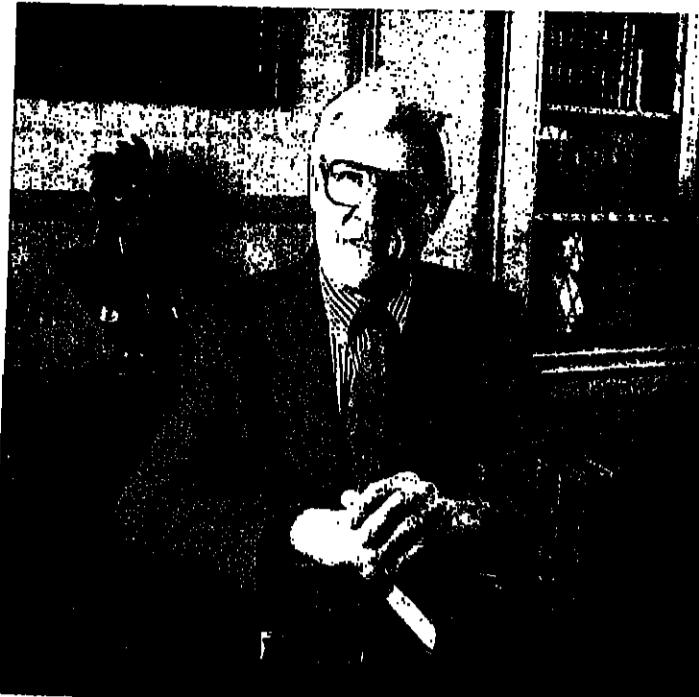
Libraries Bemoan the Slow Market for Manuscripts

Continued From Preceding Page
gional links—as with Alex Haley and the University of Tennessee.

A few institutions have built collections by writing directly to authors and other prominent figures, asking them if they would consider donating their personal papers to the library. Boston University, under the curatorship of Howard B. Gotlieb, has elevated that approach to something of an art form, snagging the collections of Bette Davis and many other people associated with the film industry and a host of mystery writers.

Some Still Score Coup

Despite the sluggish market and disadvantageous tax laws, libraries continue to score coups. The University of Tennessee last year edged out the Library of Congress in getting the personal papers of Mr. Haley, the Pulitzer Prize-winning author who died last week. At Indiana's Lilly Library, curators have arranged within the past few weeks for the purchase of the pa-



William R. Cagle, librarian at Indiana's Lilly Library: "Nowadays, there are just fewer institutions with funds available."

pers of Clifford Odets. That collection will join the papers of Upton Sinclair, Sylvia Plath, and Ezra Pound, among many others at the library.

William R. Cagle, Lilly's librarian, notes that the manuscript-buying business has fluctuated since

universities started buying archives 30 years ago. In the 70's and 80's, he says, "the pendulum swung back to private collectors, and a lot of libraries slowed down. "Nowadays, there are just fewer institutions with funds available," he adds.

Many Institutions Conduct Research for Companies for a Fee

Continued From Preceding Page
Bishop, university librarian, says he hopes it eventually will be a "cost-recovery plus" operation. The "plus," he says, would help build the library's collections.

Indeed, while many libraries shy away from saying they started their services strictly for financial reasons, some have discovered that the operations do have money-making potential.

Purdue's Technical Information Service had enough left over after expenses last year that it bought the library a backlog of U.S. Patents on microfilm. "Our side benefit is money," says Suzanne M. Ward, the service's manager. "The library wouldn't want us to be an out-of-pocket expense."

Unfair Competition Charged

Cooperative Access Services at the University of Michigan actually pays the library for materials it uses in its research. For every book or journal owned by the library and used by the service to provide information, the library gets 50 cents. If a researcher from the service consults a university librarian, the library is paid even more. The money is added to a library fund that now totals "several thousand dollars," says Anne K. Beaupre, head of Michigan's information service.

Library officials acknowledge that some observers have criticized their entrepreneurial operations as an inappropriate business activity that is unrelated to their institutions' mission. In fact, some operations have been challenged.

In 1988, a businessman who wanted to start an information service lodged a complaint with the state against Arizona State University's fee-based service. He charged that the service was unfair competition. Arizona law prohibits

public colleges from competing with the private sector. A state board ruled that the library was within its rights to operate the service.

Librarians defend the services, saying that increasing access to library collections is the main goal. If the services make money—and they don't always do so—the profits involved aren't big, they add.

"We'll never be big money makers," says Lee Anne George, coordinator of George Washington University's Document Delivery Services Department.

Corporate Donations Sought

In 1986, George Washington's Melvin Gelman Library opened a fee-based information service. An original goal of the service, Ms. George says, was to bring in revenue for the library. It hasn't. "We're just trying to hold our own right now," she says.

Even if the services don't make money now, some libraries hope they might lead to gifts from companies that use the services. A few use the services to garner donations. Arizona State University, for example, has established "Corporate Friends of the Library." Through it, a company can donate money to the library and receive discount rates from the library's fee-based Information and Research Service Team. "The larger the donation, the larger the discount I can offer them," says Arizona State's Ms. Josephine.

But such arrangements have been challenged. The Internal Revenue Service requires donors to deduct from a contribution the value of any products or services it receives in return for a donation. The charity is responsible for informing the donor of the service's value. When asked how Arizona State's operation handles the deduction

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Church and State Project and publications: \$121,558 over three years to U. of Massachusetts at Amherst.

For a study of organizational goals and

financial management in religious organizations: \$127,394 over two years to Indiana State U.

Scholarships. For a publication for seminary trustees: \$184,165 to Washington Theological Union.

Gifts & Bequests

Baylor University. For a professorship of

law and medicine: \$250,000 from Mr. and Mrs. Darrell Keith.

For scholarships in the athletics program and in the law school: \$200,000 from John Eddie Williams, Jr.

Drastic Cuts Compel Libraries to Cut Collections and Services

Continued From Page A28

many staff members to help them. They might not be able to stay late at night to study. One library doesn't allow students to check out books for the first hour it is open because it can't pay the circulation staff. Another requires students to supply their own paper for the photocopying machines.

Libraries are using a variety of methods to maintain their services and to keep materials available. Some are stepping up their fundraising efforts. Several major gifts to universities last year were designated specifically for libraries: the University of Florida received \$20-million and the University of Illinois \$18.7-million.

'A Pressing Need'

The University of Kentucky has raised \$14-million in a \$20-million campaign it announced last year for the sole benefit of the library.

"We had a rather pressing need," says Paul A. Willis, the university's director of libraries.

A few libraries are also looking to fee-based services to bring in a few extra dollars. But most are trying to find new ways to make materials accessible.

That effort, librarians say, is at the heart of what some call a new paradigm for libraries. Librarians increasingly hold the view that they do not need to own all research materials; they just need to be able to provide access to them. And new technology plays a big role in providing that access.

Indeed, Mr. Webster says, universities and colleges must work together to build their collections to insure that the nation's schools' works are available—somewhere.

Says Mr. Webster: "We have come up with new ways of share the cost of providing access. It can't be handled by institutions acting in isolation from each other. The times are forcing us to refine those relationships."

Current students and recent graduates of several colleges in Virginia are contributing to a new magazine, called "Gates," aimed at students in the state.

C. Mason Gates, a 1989 graduate of Radford University, started the publication in December. The first issue included articles about a Virginia band called "ns&w" and the Central Intelligence Agency's recruiting on college campuses, as well as job-hunting tips for students worried about the economy. The magazine is distributed free to students and will be published every other month.

"We've been getting an overwhelming response from students, who are bombarding us with story ideas for the magazine," says Brian T. Ford, managing editor of "Gates" and a 1991 graduate of the University of Virginia.

Would-be cupids didn't just deliver chocolates on Emory University's campus on Valentine's Day. Students delivered Condomograms to their sweethearts, as well.

Students snapped up hundreds of the 50-cent condom packages sold by Emory's Alcohol and Drug Education Committee, a student group that sponsors education programs. The package features a "condom man" holding a bow and arrow. The recipients got a red condom with a message from the sender, a brochure on how to use a condom, and a message about the dangers of having sex while under the influence of alcohol and drugs.

Cynthia Shaw, director of student development and an adviser to the student group, said the students weren't advocating premarital sex. She said they wanted to help students protect themselves from sexually transmitted diseases.

Business & Philanthropy

Note Book

Students at 12 liberal-arts colleges are doing community-service work in exchange for scholarship money.

Bertram Bonner, a retired real-estate developer, started the Bonner Scholars Program last year for students at Berea College. This year, students from 11 other colleges joined the plan.

The 350 students involved receive \$3,700 a year in scholarships in exchange for 10 hours of community service a week. The students must show they are needy, and they must already have been engaged in extracurricular activities.

Elizabeth Fleming, a freshman at Davidson College, tutors unwed mothers, serves at a nursing home, and acts as a mentor to children from poor families.

"It's a great program because most of the students who are involved in it probably would have had to get a work-study job if the program didn't exist," Ms. Fleming says. "And then we would have never had time to do community-service work."

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Students

Students Inundate New Hampshire to Stump for Presidential Candidates

In search of a lesson in American politics

By SUSAN DODGE

Never mind that Richard Strauss had already started his second quarter of classes as a senior at the University of California at Los Angeles. And never mind that Los Angeles is about 3,000 miles from the site of the first Presidential primary, this week's in New Hampshire.

Mr. Strauss decided to make the journey to help campaign for Arkansas Gov. Bill Clinton. The trip took Mr. Strauss 24 hours by car, bus, and airplane. For the last four weeks he has been clipping newspaper articles about the candidate and viewing newscasts to prepare reports for Governor Clinton's press office.

"If I'm going to be reporting on politics some day, what better way to get involved and learn how it all works?" asks Mr. Strauss, who is majoring in political science and hopes to cover politics for a television news program after he graduates. Mr. Strauss says he may stay on with the Clinton campaign after the first primary.

'On the Front Lines'

Thousands of student volunteers like Mr. Strauss have inundated New Hampshire in the last several months to get involved in Presidential campaigns. The students came during Christmas break and on weekends, and have been braving freezing temperatures as they walk door to door promoting their candidates. A few, like Mr. Strauss, have taken off months or entire semesters.

The students have slept on the floors of campaign supporters' homes, eaten pizza at the office almost every evening, and talked politics late into the night. Many of the campaigns helped students pay for transportation to New Hampshire and provided lodging and food for them once they arrived.

"They're on the front lines here," says



Mary Ellen Glynn, the New Hampshire press secretary for Governor Clinton's campaign. "They have a better idea of what the New Hampshire voters are thinking than you or I do. They're so fresh and excited, it helps to have them around."

Voter-Registration Drives

Students also are organizing campaign efforts on several college campuses. Americans for Democratic Action, a Washington-based group that lobbies for liberal causes, and MTV, the cable-television music channel, are leading separate voter-registration drives on campuses.

In addition, the candidates themselves have been courting students on a variety of campuses, giving speeches and having informal chats with undergraduates at institutions in New Hampshire and other states.

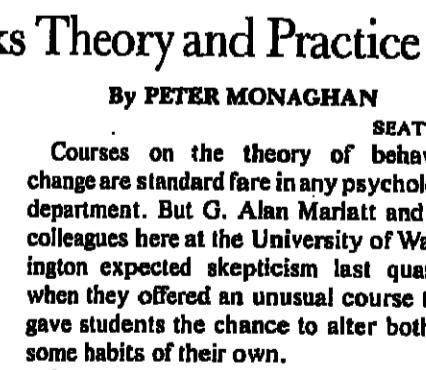
Although students usually vote in small numbers in Presidential elections, some veteran political observers say that this year, more students than in previous elections seem to be interested in politics. Some campaign workers say students are just as interested in the economy as are older voters, and are getting involved in the race because they are worried about finding jobs after graduation. Other political observers say the relatively young field of Democratic Presidential candidates makes the race appealing to students.

"It's easier to relate to someone who doesn't look like your grandfather," says Amy Isaacs, national director of Americans for Democratic Action.

Ms. Isaacs says, however, that students who are getting involved this year are primarily motivated by the poor state of the economy. "It's not the kind of thing that activated students in the 1960's—that was a bullet," she says. "They were afraid they were going to die in the war. But there is an equivalent danger if the bullet is economic."

Many students today "see their futures

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STEPHANIE MINER, BLACK STAR, FOR THE CHRONICLE

charts, and they analyzed their experiences in class discussions.

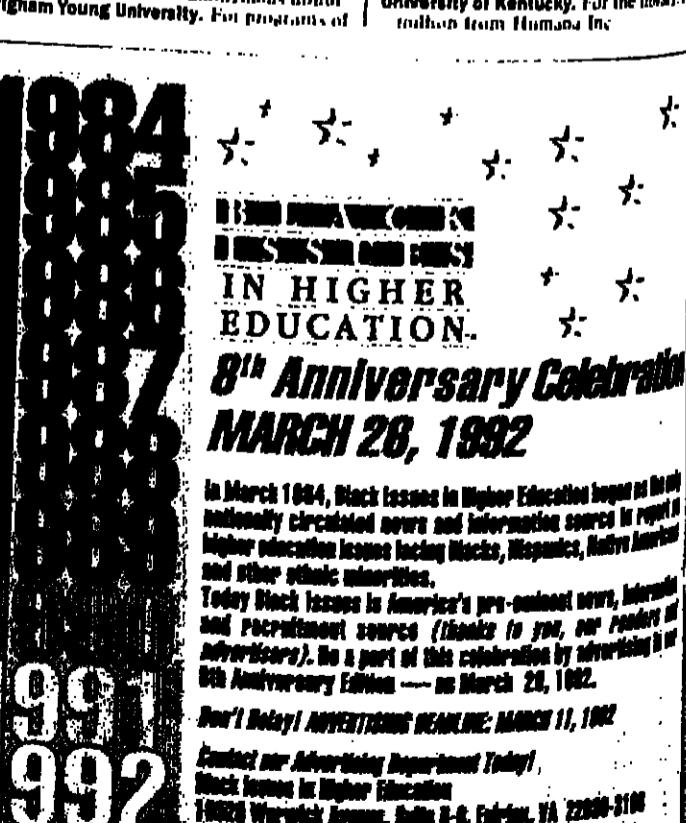
In the course, Mr. Marlatt, director of the university's Addictive Behaviors Research Center, wanted to try out a hypothesis that he and his colleagues had pursued in research on combating alcohol abuse. If students knew how to tackle problematic habits, Mr. Marlatt and his colleagues reasoned, they might be more likely to try to change their behavior, and they might stand a better chance of succeeding.

Committee Was Split

Mr. Marlatt, a professor of psychology, argued that the course belonged in the classroom, not at the student health service, where it might be seen "more as treatment than as educational."

The department's curriculum committee

Continued on Page A33



Students Sign On to Aid Candidates in New Hampshire

Continued From Preceding Page
as bankrupt," Ms. Isaacs says. "Their parents are being laid off and they can't get jobs themselves."

Says Laurence Radway, a professor emeritus in Dartmouth College's department of government: "The level of interest in politics among the students this year is unprecedented." Mr. Radway has been a faculty adviser to Dartmouth students since the late 1950's.

He agrees with Ms. Isaacs that the interest is due largely to the recession, which has touched many of their families. "Students at Dartmouth generally come from reasonably good environments," he says. "But when their family friends are being laid off and they're worried about their own future, that's a stunning shock from how things were even a year or so ago."

Some students say they are interested in politics because they are concerned about a range of issues facing the country—health

"They have a better idea of what the New Hampshire voters are thinking than you or I do. They're so excited, it helps to have them around."

care, education, abortion, the environment, and civil rights.

"This age group has been ignored and neglected when it comes to politics," says Mark Fischler, a junior at the University of New Hampshire who is helping to organize a "draft Cuomo" effort and encourage voters to write in New York Gov. Mario M. Cuomo on their ballots. "We have just as much right to vote as anyone else, but we're not encouraged to do so."

Many Are Apathetic

Other students say that many undergraduates are still apathetic about the Presidential election, but they say their interest may pick up later. "Our organization is laying the groundwork for this fall," says Robert Kish, a senior and president of the Young Republicans club at the Ohio State University. "We're trying to raise a little money, and we're trying to get some Republican contributor lists."

Mr. Kish thinks many students will support President Bush. "A lot of students were raised under Reagan and George Bush," he says. "The only thing they know about the Democrats is Jimmy Carter and peanuts, and they don't associate with that very well."

Student supporters of Patrick J. Buchanan, the Republican Presidential candidate who has worked as a television commentator, say the number of college students volunteering for Buchanan has been

increasing steadily in recent weeks. "There are thousands of students all over the country volunteering for Pat," says Chris Wilson, first-year law student at the University of Oklahoma who is taking time off to serve as the National Youth Coordinator of the Buchanan campaign in New Hampshire. "I think a lot of students feel that he is one of the only candidates who says what he really believes."

Door to Door for Bush

Many students who attend institutions in New Hampshire have tried to campaign between their classes and part-time jobs. Clancy McMahon, a freshman at New Hampshire Technical College, has been going door to door in Man-

chester to talk to voters about President Bush. He says he is receiving a positive response from many voters, although several people have complained about the recession. "I try not to get into debates with them about the economy," he says. "I usually just give them some literature and move on."

Mr. McMahon served with the Marines in the Persian Gulf war. "I totally support George Bush's platform on education and on defense," he says. "I think a lot of the other candidates would take too deep a cut out of the defense budget."

Meredith Poznanski, a junior at Saint Anselm College, says she has spent her free time in local libraries doing research on environmental

and health-care issues for Governor Clinton.

"I was impressed with the things he'd said in speeches," she says. "In a selfish way, I also was very interested in getting this kind of experience before going to law school."

It's Political Boot Camp Here

Stephanie Miner, who graduated from Syracuse University in December, is taking time off from her job at Syracuse as a professor's research assistant to work as a campaign staff member for Sen. Bob Kerrey, the Democrat from Nebraska.

"It's political boot camp here," she says. "I walked in cold, and I was instantly working 14 to 15 hours a day, seven days a week.

I've been out in 20-degree-below-zero temperatures, canvassing voters door to door and making hundreds of phone calls a night."

Ms. Miner has been surprised by the mostly positive response from voters, whom she expected to be sick of all the campaigning in the state.

"People here are willing to and ask questions," she says. "They see it as their duty as citizens."

Ms. Miner, who majored in political science and journalism, says she has watched campaign commercials being filmed in New Hampshire and learned a lot about various issues by listening to the candidates. "If you're a student of American politics," she says, "there's nothing else like it."

Students

Students

Psychology Course Links the Theory and Practice of Behavior Change

Continued From Page A31

was split on whether Mr. Marlatt should be permitted to offer the course, to which he had given the title "Self-Directed Change—Skills for Lifestyle Goals."

Some committee members argued that fusing theory with practice, at least for course credit, was a bad idea.

They worried that the course was not sufficiently grounded in solid research findings.

And they thought students should take their problems to counseling centers, rather than to class.

In offering "Self-Directed Change," Mr. Marlatt and his col-

leagues wanted to take their research into the classroom and come up with a course that any college could offer to help students address alcohol abuse. Some of the class discussions and reading assignments in "Self-Directed Change" addressed alcohol and nicotine, and some students discussed their substance abuse openly, although none made controlling alcohol abuse their class project.

In the future, Mr. Marlatt wants to make alcohol a more direct focus of the course—but he said he would have to experiment to find

how to do that without scaring students away.

Such a course might be a welcome addition on many campuses. For years, college administrators have considered alcohol abuse the leading social problem among students, but institutions have had little success in curbing it. Many of their efforts have been directed at persuading students that abusing alcohol can be dangerous and at providing students with alternatives to weekend alcohol binges. As far as those in the field know, however, no institution has taken those lessons into the classroom to instruct students in ways to avoid alcohol abuse.

The students' intoxication—on their surroundings, activities, and expectations, rather than on alcohol—persuaded them that they could socialize without drinking to excess, the researchers said.

Mr. Marlatt and his colleagues believe that most of the uneasiness about the course derived from a long-standing split in their field. "For some experimental psychologists," said Mr. Marlatt, "anything to do with clinical psychology is too 'applied.'

A course such as this, he added, "doesn't sit well with those faculty who think we should only teach psychology in the sense of an objective body of knowledge rather than something that people can actually use in their own lives."

Mock-Up of a Tavern

Mr. Marlatt, a leading researcher on alcohol-abuse prevention, has been working since the 1970's to develop a variety of methods for teaching alcohol abusers how to drink responsibly. He and his colleagues emphasize providing information and strategies that enable people to manage their behavior.

The researchers have used the approach successfully with college students in the context of research projects. Perhaps the most extraordinary and amusing example is what happened when they recruited student volunteers to come to a

leagues wanted to take their research into the classroom and come up with a course that any college could offer to help students address alcohol abuse. Some of the class discussions and reading assignments in "Self-Directed Change" addressed alcohol and nicotine, and some students discussed their substance abuse openly, although none made controlling alcohol abuse their class project.

The first goal of the course in "Self-Directed Change," which was taught by two graduate students in clinical psychology, was simply to teach students the psychological theory of behavior change. Students were guided by the course text, *Self-Directed Behavior: Self-Modification for Personal Adjustment*, by David L. Watson and Roland G. Tharp, published by Brooks/Cole, along with articles from psychology journals.

In the future, Mr. Marlatt wants to make alcohol a more direct focus of the course—but he said he would have to experiment to find

the right balance between theory and practice.

Many students who took the course noted that their success in

'Self-Directed Change—Skills for Lifestyle Goals': a Course at the University of Washington

Description: The class is open to all students except freshmen. Its purpose is to introduce them to psychological theories of behavior change. The students supplement their study of theory by setting goals to modify their own behavior.

Grading: Students receive a pass or fail, on the basis of their journals and their class participation.

Reading List: Students read *Self-Directed Behavior: Self-Modification for Personal Adjustment*, by David L. Watson and Roland G. Tharp, published by Brooks/Cole, along with articles from psychology journals.

ing how to change one habit may help curb another. In that way, he said, "even if someone who's nail biting, it may impact their drinking."

In earlier research here, Mr. Marlatt and his colleagues found that students reduced their drinking when they exercised regularly, or meditated, or increased any positive habit, even reading.

Exercise Has an Effect

Many students who took the course noted that their success in making one small change in their lives, such as getting more exercise, helped them alter more problematic behaviors that previously had been too daunting to confront.

Many students said the course was a success. Some had learned about it through their participation in a longitudinal study by Mr. Marlatt and his colleagues of a group of students who had been identified in high school as likely to develop drinking problems.

Said Catherine Loper, a student

whose goal was to exercise regularly, but who also hoped to be inspired to eat properly and stop smoking: "If you're taught how to apply what you're learning, you learn it a lot better and you remember it."

In the course here, Mr. Marlatt wanted to test a hypothesis that "if you learn the general principles [of behavior change], you can apply them to any number of specific behaviors." Mr. Marlatt believes in a "spillover effect," in which learning

one behavior can promote behavior change when sheer willpower is not enough. With that theoretical grounding, Mr. Marlatt reasoned, the students would have a basis for changing their own habits.

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More than ever, Mr. Marlatt said, he is convinced that courses linking the theory and practice of behavior modification have a future in college classrooms. "This," he contended, "is the bread and butter of what psychology is all about."

Will Be Offered Again

"Self-Directed Change" will probably be offered again next year. The psychology department's curriculum committee recently voted to recommend approval of the course to the department head, provided some changes are made. Students who enrolled in the course would have to have taken an introductory psychology course. That, said Beth F. Kerr, associate professor of psychology and head of the curriculum committee, should minimize time spent going over basic lessons in psychology.

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Sherry Kopf: After enrolling in the U. of Washington's course on behavior modification, she "began to realize that all the other things affected my exercising, and I had to really look at everything."

JILL LEVIN FOR THE CHRONICLE

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Ride the Hedgehog

Federal authorities are investigating whether basketball players at the University of Nevada at Las Vegas shaved points during games last season, a local newspaper has reported.

The *Las Vegas Review-Journal* said the investigation was focused on Richard Perry and his relationship with some UNLV players. Mr. Perry was convicted in 1984 of conspiring to commit sports bribery in a case involving basketball players at Boston College.

Last year, the newspaper published photographs of three former players at Mr. Perry's home. Shortly thereafter, UNLV's coach, Jerry Tarkianian, who has waged a 14-year battle with the National Collegiate Athletic Association over alleged rules infractions, announced he would resign at the end of this season.

Mr. Tarkianian, who said he had warned his players to stay away from Mr. Perry, denied that any of his players had manipulated scores to make the point spread lucrative for gamblers.

Syracuse University has admitted 13 apparent violations of NCAA rules and probable wrongdoing in two other instances in a report it released last week on its year-long investigation of its men's basketball program.

Boosters gave basketball players cash, free meals, free legal advice, and other benefits in violation of NCAA rules, the report says. It also says that one athlete had been unfairly allowed to repeat a course, while two others had improperly received financial aid.

The investigation began in January 1991 after a local newspaper published allegations of numerous rules violations in the program. The 500-page report has been sent to the NCAA, which may impose sanctions on Syracuse.

Syracuse officials noted that the violations were isolated incidents and that the university was in control of the program.

The unfolding football scandal at Auburn University has riled Alabama lawmakers. Legislators have proposed three bills that would address aspects of the Auburn case, which revolves around a former player's tape recordings in which coaches and boosters promised or gave the athlete cash.

A bill in the House would make it a felony to give improper benefits to a scholarship athlete, and a Senate measure would treat as a felon an athlete who accepted such benefits.

"It would just put some real teeth into cleaning up sports," State Sen. Lowell Barron, an Auburn graduate and sponsor of the Senate bill, told the Associated Press.

Two other senators said they would sponsor a measure that would outlaw the taping of private conversations without the consent of all parties involved, punishable by up to a year in jail.

Athletics

Report Questions Whether NCAA's Reforms Will Help Poorly Prepared Student Athletes

Association officials say criticism of tougher academic standards is based on selective use of data

By DEBRA E. BLUM

The report of a study financed by the National Collegiate Athletic Association criticizes two of the NCAA's own reform efforts: to raise the academic standards that athletes must meet, and to limit the amount of time that athletes spend on sports.

The NCAA, which says it paid for the study but did not conduct or publish it, questions the report's conclusions. Ursula Walsh, the association's director of research, says that the data in the report do not lead to any clear-cut findings and that the report's authors chose to emphasize only the study results that supported their thesis.

The report is the seventh in a series paid for by the NCAA and prepared by the American Institutes for Research, a private research group in Washington. The new report, however, differs from its predecessors—the most recent of which was completed in 1989—in that it was not requested, or ultimately published and released, by the athletic association. Robert J. Rossi, the institute's principal research scientist, who helped write the report, says his organization asked for and received about \$20,000 from the NCAA to do the work.

The study examined the academic performance of athletes in Division I institutions and the factors that might have influenced their performance, such as academic preparedness, time commitments, finances, and housing arrangements.

'Questionable at Best'

It found that the Scholastic Aptitude Test was not an effective tool for identifying students who are likely to perform poorly in college. Relying in any way on the standardized test to predict performance—even if higher grade-point averages in high school are allowed to compensate for lower SAT scores, as the NCAA is now advocating—is questionable at best," the report says.

In addition, the report says, limiting the time that athletes may spend in their sport without accompanying assistance in how to use their free time may actually increase their risk of academic failure.

"If the whole debate is framed in terms



THOMAS K. HEARN OF WAKE FOREST U. "IF THEY ARE SAYING THAT RAISING ACADEMIC STANDARDS AND USING SAT'S IS BARKING UP THE WRONG TREE, THAT IS RIDICULOUS."



ROBERT J. ROSSI OF THE AMERICAN INSTITUTES FOR RESEARCH: "INCREASING SAT SCORES WON'T INSURE ANYTHING BUT KEEPING CERTAIN KIDS OUT ALTOGETHER."

of how we can best help the student athletes with the poorest academic performances, then increasing SAT scores won't insure anything but keeping certain kids out altogether," Mr. Rossi says in an interview. "And reducing the time they spend in sports won't by itself do anything but give kids who already have bad study habits even more free time to jeopardize their academic performance."

The report, like the previous six prepared by the institutes, was based on data collected from the 1987-88 National Study of Intercollegiate Athletics, which was conducted by the NCAA's presidents commission as part of an effort to inject empirical data into a debate over college-sports reform that long had been dominated by anecdotal evidence.

The national study—which compared the lives of 2,925 athletes with those of 1,158 students in such extracurricular activities as journalism, music, and government—found that athletes spent about the same amount of time on academic work as did students involved in the other activities.

However, the survey also found that while athletes got significantly more academic assistance than did other students, they had lower grade-point averages than their counterparts and they found it harder to make academic work their top priority.

Results of the study helped fuel a wave of reforms passed by the NCAA over the past few years that, among other changes, have raised academic standards for recruiting athletes, limited practice time for athletes, and attempted to do more to help integrate athletes into normal campus life.

First Reported Last April

The latest report is unlikely to spur any such action. The findings of the study were first released last April at the national meeting of the American Educational Research Association, but, according to the NCAA's Ms. Walsh, who was at that meeting, the results did not "cause anyone to run to their [facsimile] machines." When the NCAA received a printed copy of the final report in December, it was virtually

Continued on Following Page

Imperiled Center Strives to Provide Olympic-Caliber Athletes With an Education

By PETER MONAGHAN

For many Olympic-caliber athletes, the unfortunate reality is that despite their sports prowess and long, hard hours of practice, they may have no college education and few career prospects when they retire from top-level competition.

The U.S. Olympic Education Center at Northern Michigan University strives to solve that problem. Dozens of athletes live at the center, training at their sports while attending either Northern Michigan or a local high school. The U.S. Olympic Committee and the national governing bodies of

several sports have praised the center for addressing both the educational and training needs of elite athletes.

All of which makes it especially frustrating, say the sports officials, that the center may close just after some of the athletes who have trained at the center return from this year's Olympic Games.

Out on a Financial Limb

The Winter Games are now under way in Albertville, France, and the Summer Games are set for Barcelona, Spain, in July and August. The center may close in Au-

gust because state budget cuts have deprived it of half its annual financing.

The center is open now only because university officials have gone out on a financial limb. Governor John Engler vetoed the center's budget late last year, after the university already had advanced the center half the state's anticipated 1991-92 allocation of \$600,000. And, to sustain the seven-year-old center, the university contributed an additional \$250,000 to keep it open for the rest of academic 1991-92.

Now university officials are starting a

Continued on Following Page

Center Strives to Provide Olympic-Caliber Athletes With an Education

Continued From Preceding Page
fund-raising campaign to recoup the advance and secure the center's future.

The loss of state support was a particularly distressing blow, sports officials say, given that this is an Olympic year.

"Olympic athletes have to sacrifice a lot, but they shouldn't have to sacrifice their education to be one of the best in the world and to represent their country," said Gregg Planert, the former speed-skating coach at the center, who returned to his native Canada after the budget cuts.

First Training on a Campus

In the United States, the educational problems of Olympic athletes have been most pronounced in sports without extensive inter-collegiate activity. While scholarships are plentiful in basketball and volleyball, for instance, they are scarce in sports that have little, or no, college competition.

The center has programs in four such sports: badminton, boxing, short-track speed skating, and the biathlon. A fifth program—cross-country skiing—is a component of the biathlon, which involves rifle shooting as well.

The Northern Michigan center opened in 1985 as the third Olympic training center and the first on a college campus. The athletes live and attend classes there year-round. It differs from the other Olympic training centers where athletes generally train only for short periods. The plan originated with university officials, who enlisted the support of city officials and businesses and then Gov.



The U.S. Olympic Education Center has programs in sports that offer little or no college competition. Here, James Upham trains for the biathlon.

James J. Blanchard to help win USOC approval.

Now 61 male and 20 female athletes—Olympians, potential Olympians, and promising younger competitors—are living at the center. Nine are graduate students at Northern Michigan; 47 are full-time or part-time undergraduates. Eleven attend Marquette High School. The other 19 athletes are categorized as "non-traditional students." Generally they have completed university degrees, but, says Jeff Kleinschmidt, the center's interim administrator, they are required to study or to work at least 15 hours a week on a "personal-development program" to prepare for a later career.

Attendance at the center differs from going to college on a traditional athletic scholarship. The center's athletes usually rank among the nation's 20 best in their sport, at the junior and senior athlete level, and do not take part in inter-collegiate sports. They train year-round, monitored by coaches who live in their dormitory.

Preparation for Summer Games

That the center is quickly coming of age is demonstrated by its list of team members at the Winter Games.

Seven of the eight members of the U.S. team in short-track speed skating, which is an official Olympic sport for the first time this year, reside at the center.

Also on the team are two coaches

from the Northern Michigan center. Willie Carow, an Olympic athlete in 1984 and 1988, is the assistant U.S. biathlon coach. Peter Hoag, the center's cross-country skiing coordinator, is a USOC staff member in Albion.

The Summer Games also are certain to see several of the center's athletes. Among the program's 14 badminton players are several members of the U.S. national team. The entire U.S. junior team is at the center.

Badminton, too, will be an official Olympic sport for the first time this year. The boxing program, the center's largest, is also likely to be well represented in Barcelona. One fighter, Verpon Forrest, is ranked second in the world in his weight

category. The center really does enrich university life here," he says. "Our students tell us they get quite a bit out of attending class and socializing with people who are really world-class in their talents and their commitment."

Tougher Academic Standards for Athletes May Backfire, Report Says

Continued From Preceding Page
ignored. (Mr. Rossi, who says he wanted to leave it up to NCAA officials to distribute the report, says he now may send copies to some association members himself.)

"The idea of the study itself—to compare these different variables in an athlete's life—could add valuable information to our data source," says Ms. Walsh. "But I'd say the study comes up with mixed results at best, and the authors should have been more careful with the conclusions they drew—especially when it came to their recommendations for decision makers."

Selective Emphasis

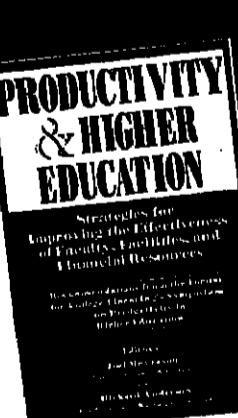
For example, she says, in a section called "Implications for Policy Consideration," the report states that SAT scores "are not useful for predicting which prospective student-athletes will perform poorly in their coursework in college." What the report doesn't say there, she notes—although she says it is mentioned elsewhere—is that SAT scores were found to be good indicators for predicting that an athlete would be in the high academic-performance group.

"The polite term for that is selective emphasis," says Ms. Walsh. "Shérina K. Hearn, president of Wake Forest University and a member of the NCAA's presidents'

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P Peterson's

Athletics

class of 139 pounds, and four others are U.S. amateur champions.

The U.S. Olympic Committee pays the athletes' tuition, and the governing bodies of the five sports that are played at the center contribute staff salaries and some travel expenses. The \$600,000 that the state has provided each year since 1985 has been used to pay for the athletes' room, board, and support services, and for the salaries of center administrators.

Seeking \$600,000 A Year

University officials say they must find a way of replacing the state cuts by May or shut down the center in August. During the current Winter Games, they are asking businesses in the Upper Peninsula and other parts of Michigan to sponsor individual athletes. They are looking for commitments of \$7,000 a year for four years—the cost of an athlete's room and board.

Over the next several months, major corporations will be asked to provide core support to make up the lost \$600,000 a year.

The drive will be a test of nerve

for William E. Vandium, the university's interim president. It was he who recommended to the university's Board of Control that it continue to support the center through this academic year, without state reimbursement. "We believed we had an obligation to keep students at least through the winter term."

"The center really does enrich university life here," he says. "Our students tell us they get quite a bit out of attending class and socializing with people who are really world-class in their talents and their commitment."

International

British Students Predict New Protests Over 'Bread and Butter' Issues

By DAVID WALKER

LONDON

Student leaders in Britain predict the resumption this spring of a campaign of rent strikes and demonstrations that disrupted more than 40 campuses last fall in the biggest wave of student protest seen in many years.

Thousands of students took part in occupying administrators' offices and libraries, or withheld rent for student accommodations. The protests, generally good-humored and peaceful, were confined to "bread and butter" issues and for the most part avoided politics. Demonstrations were generally short and restricted to practical issues of living costs, overcrowding, and poor facilities.

Stephen Twigg, president of the National Union of Students, said there would be more agitation this semester.

At a recent meeting with university vice-chancellors, Education Secretary Kenneth Clarke acknowledged that housing costs were rising, but said government grants to universities made special provision for low-income students. He condemned the protests.

Response Has Been Muted

College administrations have responded in most cases with tolerance, despite losing income as a result of the many rent strikes. The University of Lancaster was one of the few institutions that took legal action to force the end of an occupation of university property. It won a court order that required students to pay costs of \$27,000.

Students occupied administration offices at Glasgow Polytechnic, Exeter University, Wolverhampton Polytechnic, Royal Holloway and Bedford College, and other institutions to protest rent hikes and what they said were inadequate cost-of-living grants from the government. Occupations continued through much of December at Middlesex and Newcastle Polytechnics and Goldsmith's College, London, but ended when students dispersed for the Christmas holiday. Students at Teesside Polytechnic occupied a library to protest difficulties in gaining access to books and course materials.

Parents Sought as Allies

The outbreaks appear to have been spontaneous. The Labor Party-dominated National Union of Students, the principal students' organization in Britain, has resisted efforts by left-wing students to "mobilize" on the action, as a spokesman put it.

Mr. Twigg, the union's national president, said his organization supported demonstrations "if they are democratically organized and directed." The union hopes parents can be persuaded to lobby the government for extra funds. It also hopes that student support will become an issue in the next general election, which will probably be called by July.

ident of Manchester Polytechnic's student union: "The feeling was that it was time for a change and the name should be something light-hearted."

Major Source of Anxiety

The student protests apparently are related to changes in government policies on grants and loans. A survey by the Higher Education Information Services Trust found that money was a far larger source

of anxiety for students than was the fear of failing or issues of sex and drugs.

Since the fall of 1990, higher-ed students have access to government loans for cost-of-living expenditures as a supplement to grants. Under the government's plans, the proportion of support that students receive from grants will gradually diminish, while the proportion from loans will increase. So far, only about one-third

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Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Thomas R. Atkins
Florida Atlantic
UniversityKari J. Valentine
Community College
of PhiladelphiaJohn B. Davis, Jr.
Mankato State
UniversityKaren Crosman
Ohio Wesleyan
UniversityRay K. Tsuchiyama
Massachusetts Institute
of TechnologySharon Richardson Jones
Mills CollegeAppointments,
Resignations

Fred Break, professor of accounting at Case Western Reserve U., to director of development and external relations for the school of law at U. of New Mexico.

Randolph W. Bromley, interim chancellor of Massachusetts Board of Regents of Higher Education, to interim president of Springfield College, to director of financial aid at Georgetown College (Ky.).

Linda J. Brown, comptroller at Concordia College (Minn.), to vice-president for development.

Gerry Carter, chairman of education at Quincy College (Ill.), to academic dean.

Ghadi H. Chacon, associate professor of curriculum and instruction at Memphis State.

Robert C. Dalle, professor of medicine at Northwestern U., to chief of the division of nephrology at the medical school and Northwestern Memorial Hospital.

Anne Blaize, former director of operations at Sierra Club (San Francisco), to director of major gifts at U. of San Francisco.

Richard A. Black, dean of instruction at St. Louis Community College at Meramec, to vice-president for university advancement.

Susan J. Cott, former director of libraries at

Case Western Reserve U., to director of development and external relations for the school of law at U. of New Mexico.

Debra R. Gove, associate director of student financial planning at Lehigh-Rhode Island College, to director of financial aid at Georgetown College (Ky.).

The Rev. Susan Halcomb Crisp, chaplain of the Wesley-Westminster Campus Ministry at Princeton U., to chaplain at Baldwin-Wallace College.

Karen Crosman, division chief for health and community services at Ohio Department of Aging, to grants officer at Ohio Wesleyan.

Debra A. Hance, associate professor of curriculum and instruction at Memphis State.

Robert J. Hanes, former assistant dean of admissions at Norwich U., to director of admissions at Western States Chiropractic College.

J. William Douthit, dean of the school of physical education at West Virginia U., to vice-president for university advancement.

John A. Drummmond, president of Southeastern Baptist Theological Seminary,

has announced his retirement, effective June 30.

G. Gregory Fahlund, vice-president for external affairs at Lawrence U., to vice-president for development and alumni programs at Wesleyan U.

Oscar Fletcher, dean of the veterinary college at Iowa State U., to dean of the college of veterinary medicine at North Carolina State U.

Robert Gladden, interim provost and former dean of the school of music at Florida State U., to provost and vice-president for academic affairs.

Vinson Gorman, information-technologies officer at Brookdale Community College, to vice-president for administration and operations.

Dan G. Hobbs, senior vice-chancellor emeritus for planning and policy research at Oklahoma State Regents for Higher Education, to interim president of U. Center at Tulsa.

Sharon Richardson Jones, director of outreach activities for the Oakland A's (Oakland, Calif.), to executive director of college relations at Mills College.

Thomas P. Kiser, professor of engineering at Case Western Reserve U., to dean of engineering.

Arthur C. MacKinney, president of U. Center at Tulsa, has resigned.

Martha Martin, consultant in Cincinnati, to director of corporate and foundation relations at Wright State U.

George T. Miller, president of Amarillo College, has resigned.

Glen C. Mueller, director of auditing at Cornell U., to director of internal audit at Stanford U.

Peter E. Muilenberg, president of Wright State U., has announced his retirement, effective in July 1994.

Anthony J. Santoro, dean and professor of law in the school of law at Widener U., to vice-president and dean of the new school of law at Roger Williams College.

Carol L. Stamm, chair of management at Western Michigan U., to executive assistant to the provost.

Ray K. Tsuchiyama, executive at Mitsui Real Estate Sales Company (Honolulu), to director of the Japan Office for the Industrial Liaison Program of Massachusetts Institute of Technology.

Mark J. Valentine, managing director of the annual fund in the Wharton School at U. of Pennsylvania, to director of development and alumni affairs at Community College of Philadelphia.

Timothy J. Webster, interim director of development at U. of Dayton, to director.

David W. Waggoner, assistant director of admission at Upsala College, to associate dean of admission and financial aid.

William L. Walde, vice-president and chief financial officer at Oak Park (Ill.) Hospital, to vice-president for business affairs at Park College.

Dan G. Weller, president of Carroll College (Wis.), has announced his resignation, effective June 30.

Theresa Whiteside, associate vice-president for institutional advancement at Alaska Pacific U., to assistant vice-president and director of development at Muriel College.

Deadline for submitting proposals: April 1, 1992

perpetuity at U. of Texas at Austin, January 24 in Austin, Tex.

John Haber, 46, former director of the opera program at Boston U., February 5 in New York.

Henry F. Kaiser, 64, professor emeritus of education at U. of California at Berkeley, January 14 in Berkeley, Calif.

Lloyd L. Leonard, 72, former professor of education at Northern Illinois U., January 16 in DeKalb, Ill.

H. Gregg Lewis, 77, professor emeritus of economics at Duke U., and former professor of economics at U. of Chicago, January 25 in Chapel Hill, N.C.

Edward P. Lazear, 63, professor emeritus of mathematics at College of Great Falls, February 3 in Great Falls, Mont.

Russell W. Galloway, Jr., 51, professor of law at Santa Clara U., February 4 in Berkeley, Calif.

Theodore G. Gaster, 85, former professor of building construction at U. of Florida, January 27 in Gainesville, Fla.

George F. Seffar, 46, professor of philosophy at Purdue U.-Calumet, December 31 in Hammond, Ind.

of zoology at Indiana U., January 31 in Bloomington, Ind.

Robert R. Brooks, 86, former professor of labor economics and dean at Williams College, January 28 in New York, N.Y.

Philip H. Brunson, Jr., 61, former director of financial aid at Virginia Union U., January 26 in Augusta, Ga.

Curtis H. Carter, Sr., 77, former dean of Medical College of Georgia, February 3 in Augusta, Ga.

The Rev. Jeremiah Donevan, 82, former professor of theology and Hebrew at Boston College, January 30 in Weston, Mass.

Paul A. Freund, 81, professor emeritus of law at Harvard U., February 3 in Cambridge, Mass.

Russell W. Galloway, Jr., 51, professor of law at Santa Clara U., February 4 in Berkeley, Calif.

Anthony G. Green, 37, former professor of building construction at U. of Florida, January 27 in Gainesville, Fla.

Dorothy Gebauer, 97, dean of women in Hammond, Ind.

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